

# **The Arnewood School Exam Policies**

## Policy reviews

Policy	Person Responsible	Approved / reviewed by	Date approved	Date of next review
Exams Policy	JHN	JHN	Sept 24	Sept 25
Escalation Process Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Child Protection Policy (Exams)	ARE	ARE	Oct 24	Sept 25
Complaints Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Conflict of Interest Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Data Protection Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Equalities Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Contingency Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Internal Appeals Procedure (Exams)	JHN	JHN	Sept 24	Sept 25
Malpractice Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Non Examination Assessment Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Whistleblowing Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Word Processor Policy (Exams)	GBL	GBL	Oct 24	Sept 25
Checking the Qualification of the Centre's Specialist Assessor Policy (Exams)	GBL	GBL	Oct 24	Sept 25
Candidate Identification Procedure (Exams)	JHN	JHN	Sept 24	Sept 25
Emergency Evacuation Procedure Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Alternative Rooming Arrangements Procedure (Exams)	GBL	GBL	Oct 24	Sept 25
Candidate Absence Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Candidate Late Arrival Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Food and Drink Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Leaving the Exam Room Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Managing Behaviour Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Overnight Supervision Arrangements Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Access Arrangements Policy (Exams)	GBL	GBL	Oct 24	Sept 25
Certificate Issue Procedure and Retention Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Exams Archiving Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Lockdown Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Special Consideration Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Student arriving mid year Policy (Exams)	JHN	JHN	Sept 24	Sept 25
Artificial Intelligency Policy (Exams)	JHN	JHN	Sept 24	Sept 25

### Key staff involved in the policy

Role	Name(s)	Policies involved
Head of centre	Mr Jamie Anderson	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
Senior leader(s)	Mr James Hutson	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
Exams officer	Mrs Beth Richards	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
SENCo (or equivalent role)	Mrs Gemma Battrick Mantell	2, 6, 7, 11, 12, 13, 16, 22, 23, 27, 29
Designated Safeguarding lead	Mrs Alex Reece, Mrs Melissa Evans	2, 11, 22, 26
IT Manager		5, 11, 29
Data Manager		5, 11, 24, 25, 29
Assessor(s)	Mrs Leona John	5, 11, 12, 23, 27
Teaching Staff	All staff	10, 11, 28, 29

1. Exam escalation process policy
2. Child protection and safeguarding policy
3. Complaints policy
4. Conflict of interest policy
5. Data protection policy
6. Equalities policy
7. Contingency policy
8. Internal appeals procedure
9. Malpractice procedures
10. Non examination assessment policy
11. Whistleblowing policy
12. Word processing policy
13. Checking the qualification of the centre's specialist assessor procedure
14. Candidate identification procedure
15. Emergency evacuation procedure
16. Alternative rooming arrangements policy
17. Candidate absence policy
18. Candidate late arrival policy
19. Food and drink policy
20. Leaving the examination room policy
21. Managing behaviour policy
22. Overnight supervision arrangements policy

- 23. Access arrangements policy
- 24. Certificate issue procedure and Retention policy
- 25. Exams Archiving policy
- 26. Lockdown policy
- 27. Special consideration policy
- 28. Student arriving mid year policy
- 29. Artificial intelligence policy

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## Purpose of the policy

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

This policy will ensure that:

- all aspects of the centre's process is documented, supporting the 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 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 made available to all stakeholders through publication on the school website and electronically on the school intranet.

## Roles and responsibilities overview

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(GR 2)

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

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

**The head of centre must not normally appoint themselves as the examinations officer.** A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan.

### Head of centre responsibilities

(GR 1)

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

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

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

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

(GR 5.1)

The head of centre must ensure:

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

#### Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ documents including:
  - [General Regulations for Approved Centres](#) (GR)
  - [Instructions for conducting examinations](#) (ICE)
  - [Access Arrangements and Reasonable Adjustments](#) (AARA)
  - [Suspected Malpractice - Policies and Procedures](#) (SMPP)
  - [Instructions for conducting coursework](#) (ICC)
  - [Instructions for conducting non-examination assessments](#) (NEA)
  - [A guide to the special consideration process](#) (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
  - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
  - has in place a written agreement with the third party (unless exclusions apply) to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
  - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see **National Centre Number Register and other information requirements** section)
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

#### Resilience and contingency arrangements

(GR 3.16-19)

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

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

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

The plan must cover the following scenarios:

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

As part of their contingency plan centres must identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different Year Groups.

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

The centre must ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Centres must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

### Cyber security

([GR 3.20-21](#))

The head of centre must ensure there are procedures in place to maintain the security of user accounts by:

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

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

### Recruitment, selection, training and support

([GR 5.3](#))

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENCo (or equivalent role) to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ and awarding body regulations



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

### **External and internal governance arrangements**

([GR](#) 5.3)

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent

#### **Escalation Process**

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

### **Delivery of qualifications**

([GR](#) 5.3)

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

### **Public liability**

([GR](#) 5.3)

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

### **Conflicts of interest**

([GR](#) 5.3) See **Policies** below)

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

([GR](#) 5.3)

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

## Security of assessment materials

(GR 5.3)

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
  - the security of all assessment materials
  - that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
  - reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
  - receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
  - access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
  - receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Provides candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

## National Centre Number Register and other information requirements

(GR 5.3)

- Provides contact details as follows:
  - a physical address to which all examination and assessment materials will be despatched – this must be the registered address of the centre
  - a landline telephone number – this must be the number of the main office/ switchboard of the centre
  - a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as 'Yahoo', 'Hotmail' and 'Gmail' are not acceptable)  
Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites
  - the name of the head of centre and their email address
  - senior designated contact details (this might include a personal mobile number and/or email address) (These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue)
- Responds to the National Centre Number Register annual update by the end of October every year
  - informs the National Centre Number Register Team immediately (email address – ncn@ocr.org.uk) 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

- (GR 1.9) Understands that this responsibility for completing the Head of Centre declaration survey cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
  - the centre status being suspended
  - the centre not being able to submit examination entries
  - the centre not receiving or being able to access question papers
 and ultimately, awarding bodies could withdraw their approval of the centre

### Centre inspections

(GR 5.3)

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

### Policies available for inspection

(GR 5.3)

- Has in place the following policies for inspection that must be reviewed and updated annually:
  - a written child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements
  - a written complaints policy
    - Also refer to GR (5.8) Candidate information
  - a written conflicts of interest policy
    - Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
      - any members of centre staff who are taking a qualification at this centre which includes internally assessed components/units\*
      - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, **and** maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:
        - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at this centre or other centres
        - centre staff are taking qualifications at this centre which do not include internally assessed components/units\*
        - centre staff are taking qualifications at other centres
      - Retains records of all conflicts of interest including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has

passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)

- \*Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:
- proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment
- a written data protection policy
- a written equalities policy
- a written contingency plan which covers all aspects of examination/ assessment administration and delivery
- a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration
- a written malpractice policy which covers all qualifications delivered by the centre. The policy must detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body. It must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice).
- a written policy regarding the management of non-examination assessments including controlled assessments and coursework. (For CCEA GCSE centres this would be a written controlled assessments policy)
- a written whistleblowing policy
- a written policy on the use of word processors in examinations

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

(GR 5.4)

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury
- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010<sup>†</sup>, particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under

a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)  
for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and held on file for inspection)
- have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*
- assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and fully support the SENCo in effectively implementing those arrangements once approved

### Malpractice

(GR 5.11)

The centre will:

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

### Personal data

(GR 6.6, 6.8)

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

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

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

#### **Exams officer (EO)**

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

#### **Special educational needs co-ordinator (SENCo) or equivalent role**

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ documents including:
  - [Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed

- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification ([GR 5.4](#))
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s), supporting evidence of need and a signed candidate data personal consent form (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes

#### **Teaching staff**

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

#### **Invigilators**

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

#### **Reception staff**

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

#### **Site staff**

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

#### **Candidates**

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

### **The exam cycle**

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

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

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

#### **Planning: roles and responsibilities**

##### Secure materials

#### **Head of centre**

([GR 3.6](#))

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

(ICE 3.1)

## **The secure room and the secure storage facility**

### **The secure room**

The secure room must only be used for the purpose of administering secure examination materials.

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

### **The secure storage facility**

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

The two to six key holders **must** either be part of the exams team or the senior leadership team. A key holder from the exams team **must** be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures.

When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room **must** be closed.

## Information sharing

### **Head of centre**

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

### **Exams officer**

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

## Information gathering

### **Exams officer**

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

### **Senior leaders**

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



## Access arrangements

### **Head of centre**

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

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

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed *Personal data consent* forms from candidates where required and ensures *Data protection confirmation(s) by the examinations officer or SENCo* are completed
- Applies for approval using *Access arrangements online* (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms
- Please see the Alternative Rooming Arrangements policy for details on alternative rooming.

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

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

## Internal assessment and endorsements

### **Head of centre**

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

(GR 5.7)

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single

group for the moderation of centre- assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)

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

#### **Senior leaders**

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering relevant qualifications follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff delivering GCE and GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- For VTQs qualifications, ensure teaching staff follow appropriate instructions issued by the relevant awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

#### **Teaching staff**

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

#### **Exams officer**

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

#### Invigilation

#### **Head of centre**

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

#### **Exams officer**

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

#### **Entries: roles and responsibilities**

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

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

##### Estimated entries

##### **Exams officer**

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

##### **Senior leaders**

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

##### Final entries

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

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

##### **Exams officer**

- Requests final entry information from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs senior leaders of subsequent deadlines for making changes to final entry information without charge

- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with senior leaders final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification
- Will process the 'Term time check' procedures of examination boards offering vocational qualifications as requested to ensure entries are accurate.

#### **Senior leaders**

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

#### Late entries

#### **Exams officer**

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

#### **Senior leaders**

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

#### Re-sit entries

- The Arnewood school will determine if a candidate should resit an exam.
- The Arnewood school reserves the right to charge the parents/carers of the candidate for the examination entry, and where this is implemented, entry will not be made until the payment is received.

Commented [MJH2]: Check this remains correct.

#### Candidate statements of entry

#### **Exams officer**

- Provides candidates with statements of entry for checking

#### **Teaching staff**

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

#### **Candidates**

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

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

#### **Head of centre**

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

### Access arrangements and reasonable adjustments

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

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

### Briefing candidates

#### **Exams officer**

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - exam timetable clashes
  - arriving late for an exam
  - absence or illness during exams
  - what equipment is/is not provided by the centre
  - food and drink in exam rooms
  - unauthorised items in exam rooms
  - when and how results will be issued and the staff that will be available
  - post-results services information and how the centre will deal with requests from candidates
  - when and how certificates will be issued
- For details on Access to Scripts, Reviews of Results and Appeals Procedures, please see the Appendix on the Internal Appeals Procedure

### Dispatch of exam scripts

#### **Exams officer**

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

## Estimated grades

### **Senior leaders**

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

### **Exams officer**

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

## Internal assessment and endorsements

### **Head of centre**

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

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

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

### **Teaching staff**

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

### **Senior leaders**

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

### **Exams officer**

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

### **Candidates**

- Authenticate their work as required by the awarding body

## Invigilation

### **Exams officer**

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements

- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

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

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

#### **Invigilators**

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

### JCQ Centre Inspections

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

- Will accompany the Inspector throughout a visit

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

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

### Seating and identifying candidates in exam rooms

#### **Exams officer**

- Ensures a procedure is in place to verify the identity of all candidates
- For details, please see the Candidate identification procedure located in the appendix.
- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

#### **Invigilators**

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

### Security of exam materials

#### **Exams officer**

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times.
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be

removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order

- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)

At least two and no more than six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.

#### **Reception staff**

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

#### **Teaching staff**

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

#### Timetabling and rooming

##### **Exams officer**

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)
- For details regarding the overnight supervision arrangements, please see the Overnight Supervision Arrangements Policy in the appendix.
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates

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

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

##### **Site staff**

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

#### Alternative site arrangements

##### **Exams officer**



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

### Centre consortium arrangements

#### **Exams officer**

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

#### **Senior leaders**

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

### Transferred candidate arrangements

#### **Exams officer**

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

### Internal exams/assessments

#### **Exams officer**

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

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

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

#### **Teaching staff**

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

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

#### **Head of centre**

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

### Access arrangements

#### **Exams officer**

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

#### Candidate absence

- For details on the Candidate absence to examinations, please refer to the Candidate Absence Policy located in the Appendix.

#### **Invigilators**

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

#### **Candidates**

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

#### Candidate behaviour

See *Irregularities* below.

#### Candidate belongings

See *Unauthorised items* below.

#### Candidate late arrival

#### **Exams officer**

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

#### **Invigilators**

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log
- For details on candidates arriving late to the examination, please see the Candidate Late Arrival Policy, found in the appendix.

#### Conducting exams

#### **Head of centre**

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

#### **Exams officer**

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

#### Dispatch of exam scripts

### **Exams officer**

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

### Exam papers and materials

#### **Exams officer**

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

### Exam rooms

#### **Head of centre**

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

#### **Exams officer**

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

- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

#### **Senior leaders**

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated
- Ensure a procedure is in place in case of an emergency evacuation (lockdown). For details, please see the Emergency Evacuation procedure and the Lockdown policy, both found in the appendix.

#### **Site staff**

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

#### **Invigilators**

- Conduct exams in every exam room according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

#### **Candidates**

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

#### Irregularities

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

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation.
- For details regarding managing behaviour in the exams, please refer to the Managing Behaviour Policy, located in the appendix.

##### **Senior leaders**

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

##### **Exams officer**

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

##### **Invigilators**

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

#### Malpractice

See *Irregularities* above.

#### Special consideration

**Senior leaders**

- Support eligible applications for special consideration by signing appropriate evidence

**Exams officer**

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline.
- For details regarding applying for special consideration, please see the Special Consideration policy, located in the appendix.

**Candidates**

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

Unauthorised items

- A candidate may be prevented from entering the examination room if they are identified to have an unauthorised item on their person but refuse to surrender it when asked.
- A candidate who has an unauthorised item on them during the exam will be expected to surrender it to the invigilator. Details of the incident will be passed to the relevant awarding body.

**Invigilators**

- Are informed of the arrangements through training

Internal exams/assessments**Exams officer**

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

**Invigilators**

- Conduct internal exams as briefed by the EO

**Results and post-results: roles and responsibilities****Head of centre**

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

Internal assessment**Senior leaders**

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

Managing results day(s)**Senior leaders**

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

#### **Exams officer**

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

#### **Site staff**

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

### Accessing results

#### **Head of centre**

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

#### **Exams officer**

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

### Post-results services

#### **Head of centre**

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

#### **Exams officer**

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

#### **Teaching staff**

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

#### **Candidates**

- Meet internal deadlines to request the services

- Provide informed consent and fees, where relevant

### Analysis of results

#### **Assistant Headteacher with responsibility for data**

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

### Certificates

- Certificates are provided to centres by awarding bodies after results have been confirmed.
- For details on the issue of certificates, please see the Certificate Issue Procedure and Retention policy.

#### **Candidates**

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

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

##### **Exams officer**

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

##### **Senior leaders**

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

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

##### **Exams officer**

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exams archiving policy that identifies information held, retention period and method of disposal
- For details on the examination archiving policy, please refer to the Exams Archiving Policy located in the appendix.

# **The Arnewood School Exam Policy: Escalation Process (Exams)**



## Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that The Arnewood School has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

This process confirms the main duties and responsibilities to be escalated.

This process also supports The Arnewood School being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

## Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to [Mr Tim Merrick, Deputy Headteacher](#).

Commented [JH3]: Escalation to

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

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice: Policies and Procedures
- A guide to the special consideration process

## Main duties and responsibilities relate to:

- Third party arrangements
  - Centre status
  - Confidentiality
  - Resilience and contingency arrangements
  - Cyber security
  - Communication
  - Centre management:
    - Recruitment, selection, training and support
    - External and internal governance arrangements
    - Delivery of qualifications
    - Public liability
    - Conflicts of interest
    - Controlled assessments, coursework and non-examination assessments
    - Security of assessment materials
    - National Centre Number Register and other information requirements
    - Centre inspections
- Additional JCQ publication for reference:
- JCQ Centre Inspection Service Changes
- Policies available for inspection
- Specific JCQ publications for reference:

- General Regulations for Approved Centres (5)
- Instructions for conducting examinations (25)
- Access Arrangements and Reasonable Adjustments (5)
- Personal data, freedom of information and copyright

### Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Mr Tim Merrick, Deputy Headteacher.

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

- General Regulations for Approved Centres (5)
- Instructions for conducting examinations (1-15)
- Access Arrangements and Reasonable Adjustments (6-8)

#### Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)

Additional JCQ publications for reference:

- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work (including ensuring that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks, and ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements
- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

### During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Mr Tim Merrick, Deputy Headteacher.

Commented [JH4]: Escalation to

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

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

- General Regulations for Approved Centres (, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)

**Main duties and responsibilities relate to:**

- Conducting examinations and assessments
  - Additional JCQ publication for reference:
    - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

**After examinations (Results and Post-Results)**

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

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to [Mr Tim Merrick, Deputy Headteacher](#).

Commented [JH5]: Escalation to

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

- General Regulations for Approved Centres (5)

**Main duties and responsibilities relate to:**

- Results
  - Additional JCQ publication for reference:
    - Release of Results notice
- Post-results services and appeals
  - Additional JCQ publications for reference:
    - Post-Results Services (Information and guidance to centres)
    - JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

**Amendments to the Escalation Process Policy:**

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Child Protection and Safeguarding policy (Exams)**

## Purpose of the policy

This policy details how The Arnewood School, 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 policy also details how staff are trained and supported to be alert to, and report, the signs of abuse and neglect and how they will follow centre procedures to ensure that children receive effective support, protection, and justice.

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

The Arnewood School ensures compliance with the statutory guidance for schools and colleges as set out in the Department for Education's [Keeping children safe in education 2024](#) publication.

Commented [JH6]: Confirm date each year.

## Policy aims

- To provide all exams-related staff at The Arnewood School 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 students, parents/carers and other partners when taking examinations and assessments at The Arnewood School
- To contribute to the wider centre Child Protection and Safeguarding Policy

## Introduction

All staff involved in the management, administration and conducting of examinations at The Arnewood School are made aware of their safeguarding responsibilities. This includes raising awareness and understanding of the role played by these staff members in safeguarding and promoting the welfare of children whilst they are undertaking their examinations/assessments.

- As part of the training given to staff involved in the management, administration and conducting of examinations/assessments, the following are highlighted as part of an induction/training programme:
- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from examinations, particularly on repeat occasions and/or prolonged periods
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

## Section 1 – Roles and Responsibilities

### Designated safeguarding lead (DSL)

The Designated safeguarding lead and their 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.

### Exams officer

The Exams officer will support the DSL as directed, and undertake all relevant training as required by the school.

Other exams staff

Invigilators will undertake training as directed by the Exams officer, which will include information regarding procedures concerning reporting safeguarding issues in line with centre policies.

Section 2 – Staff

Recruitment

The Arnewood School ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments. This is supported by the safer recruitment process which includes:

- completing an application form which includes their employment history and explains any gaps in that history
- providing evidence of identity and qualifications
- verifying their professional qualifications, as appropriate
- carrying out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- asking for written information about previous employment history and check that information is not contradictory or incomplete. We may seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
  - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity
  - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children
  - ensuring that this member of staff has a subscription to the DBS Update Service (where relevant)
- if offered employment, provide evidence of their right to work in the UK

be interviewed by a panel of at least two school leaders/governors, if shortlisted.

DBS check information

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/facilitators, will be recorded in the centre's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

Existing staff

All staff working at the Arnewood School have had a DBS check.

If there are concerns about an existing member of staff's suitability to work with children, all relevant checks will be carried out as if the individual was a new member of staff. This action will also be taken if an individual moves from a post that is not regulated activity to one that is.

Anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult will be referred to the DBS:

- Where the 'harm test' is satisfied in respect of the individual (i.e., that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence

Commented [JH7]: Confirm with Lindsey that this occurs.

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- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

#### **'Break in service'**

To comply with 'break in service' regulations, all external invigilators/facilitators will be required to register with the DBS Update Service on an annual basis and provide consent for the designated senior member of staff in charge of safeguarding arrangements to carry out an online check to view the status of their existing enhanced DBS certificate. This will not apply to any invigilators who meet the 'frequency test' at The Arnewood School – e.g. working 3 or more times in a 30-day period, or attending the centre at least every 3 months for training, updates, etc.

By registering with the Update Service, these staff will be permitted to attend on any day during an exam series (providing they can supply an updated Disclosure Certificate and ID) without the need for additional checks or any additional attendance at The Arnewood School.

#### **Agency staff**

Written notification will be obtained from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. A check will also be performed to confirm that the person presenting themselves for work is the same person on whom the checks have been made.

### **Section 3 – Supporting staff**

All exams staff at The Arnewood School:

- are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding
- receive appropriate safeguarding and child protection training at induction/the centre's annual exam update training session. This training is regularly updated to include the most up-to-date guidance from the relevant authorities as directed by the DSL.
- receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with the relevant skills and knowledge to safeguard children effectively. This includes updates on the centre's Child Protection and Safeguarding Policy by in house Safeguarding and Child Protection training by the DSL.
- Training will be provided to supporting staff by the Examinations officer during the Autumn term, before any formal or informal examination process.

### **Section 4 – Areas covered**

All exams staff will be trained/updated on the key areas identified in the Child Protection policy for support staff to ensure that they are complying with the centre policy on child protection and safeguarding.

### **Section 5 – Reporting**

Staff employed by the Arnewood school who work on site at least weekly will report any concerns regarding child protection or safeguarding in line with the school policy.

Staff employed by the Arnewood School within the examinations area and who work on site less frequently than weekly will report any concerns regarding child protection or safeguarding directly to the Examinations officer or any member of senior staff.

If a member of staff needs to make a complaint/report a colleague or other adult who works with children (whistleblowing), they should speak with a member of senior staff.

## **Section 6 - 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**

Invigilators should request any assistance directly to the Examinations officer who will contact the DSL if necessary.

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

When a candidate requires a toilet break they must be escorted to the toilet by a member of staff. The member of staff will remain outside the cubicle.

When a candidate is feeling unwell they must be escorted directly to the Examinations officer.

## **References**

**Keeping children safe in education** [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Check someone's criminal record as an employer [www.gov.uk/dbs-check-applicant-criminal-record](http://www.gov.uk/dbs-check-applicant-criminal-record)

**DBS Update Service** [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service)

**DBS Checks for Schools** [www.onlinedbschecks.co.uk/job-sectors/dbs-checks-for-schools/](http://www.onlinedbschecks.co.uk/job-sectors/dbs-checks-for-schools/)

**Amendments to the Child Protection and Safeguarding Policy:**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Complaints Policy (Exams)**

## Purpose of the policy

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

## Grounds for complaint

A candidate (or their parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

### Teaching and learning

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

### Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via the Examinations officer to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

### Entries

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

### Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place

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

### Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of a review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer via the Examinations officer to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

### Raising a concern/complaint

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, The Arnewood School encourages the candidate to try to resolve this informally in the first instance. The candidate (or their parent/carer) should contact the Senior leader in charge of Examinations, [Mr James Hutson](#).

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

#### How to make a formal complaint

- The candidate (or their parent/carer) should state their complaint on the Complaints form at the end of this document, and address it to the Headteacher, making clear the date the complaint/concern is regarding, details of any incident and names of any individuals associated. This should be sent to the school, and addressed to the Headteacher's PA.
- Letters received will be logged by the centre and acknowledged within 10 working days.

#### How a formal complaint is investigated

- The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion.
- The findings and conclusion will be provided to the complainant within 4 working weeks.

### Internal appeals procedure

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

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- To submit an appeal, candidates (or parents/carers with the candidate permission) must submit their request in writing to the Head of Centre.
- Appeals will be logged and acknowledged within 10 working days.
- The Appeal will be referred to the Chair of Governors.
- It will be the responsibility of the Chair of Governors to inform the appellant of the final conclusion in accordance with the internal appeals policy.

Complaints form – The Arnewood School

Please tick box to indicate the nature of your complaint

- ☐ Complaint-against the centre’s delivery of a qualification
- ☐ Complaint against the centre’s administration of a qualification

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Name of complainant	
Candidate name (if different to complainant)	
Please state the grounds for your complaint below:	
<div></div>	
<div>If your grounds are lengthy, please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed</div>	
Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)	
<div></div>	
Complainant signature:	Date of signature:

This form must be completed in full - an incomplete form will be returned to the complainant  
This form should be sent to the Headteacher’s PA at The Arnewood School.



**Amendments to the Complaints Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Conflict of Interest Policy (Exams)**

## Introduction

It is the responsibility of the head of centre to ensure that The Arnewood School has a written conflicts of interest procedure in place available for inspection. This procedure confirms that The Arnewood School:

- Manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:
  - any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
  - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units

and

- Maintains clear 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 (GR 5.3)

## Purpose of the procedure

The purpose of this procedure is to confirm how The Arnewood School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

### General principles

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

### Declaration process

- The Examinations officer will contact all staff during the Autumn term with a mandatory survey to disclose any conflicts of interest.
- All new joiners during the year will complete the same mandatory survey as part of their onboarding process.

## Managing conflicts of interest

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

### Roles and responsibilities

#### The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- 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 (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- 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 (GR 5.3)
- 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 (GR 5.3)

#### **The role of the exams 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 (GR 5.3)
  - 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 (GR 5.3)

**Amendments to the Conflict of Interest Policy:**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Data Protection Policy (Exams)**

## Purpose of the policy

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

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

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

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

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

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

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

## Section 1 – Exams-related information

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

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

- Awarding bodies
- Joint Council for Qualifications (JCQ)
- Department for Education
- Local Authority
- Multi Academy Trust
- Arbor
- Third party data processing software such as FFT, ALPS and 4 Matrix
- the Press

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

- hard copy
- email
- secure extranet site(s) associated with the examination process
- Arbor
- sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>) to/from awarding body processing systems
- This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments including controlled assessments and coursework, special consideration requests and exam results/post-results/certificate information.

## Section 2 – Informing candidates of the information held

The Arnewood School ensures that candidates have full access to this policy via the school website.

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

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

## Section 3 – Hardware and software

IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements. Please see the trust Data Protection policy for details.

## Section 4 – Dealing with data breaches

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

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

If a data protection breach is identified, the school will follow the process identified in the Data Protection policy.

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

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

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

Protection measures may include:

- password protected area on the centre's intranet
- secure drive accessible only to selected staff
- information held in secure area
- updates undertaken regularly, according to centre policy (this may include updating antivirus software, firewalls, internet browsers etc.)

## Section 6 – Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the trust's Data retention policy which is available/accessible from the trust website.

## Section 7 – Access to information

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



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

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

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

### **Requesting exam information**

Requests for exam information can be made to Mrs Beth Richards in writing. Appropriate identification will need to be provided.

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

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

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

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

### **Responding to requests**

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

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

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

### **Third party access**

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

Candidates' personal data will not be shared with a third party 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 Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

### **Sharing information with parents**

The centre will take into account any other legislation and guidance regarding sharing information with parents (including non-resident parents and a local authority (the 'corporate parent'), as example guidance from the Department for Education (DfE) regarding parental responsibility and school reports on pupil performance:

- **Understanding and dealing with issues relating to parental responsibility**  
[www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility](https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility)  
(Updated 24 August 2023 to include guidance on the role of the 'corporate parent', releasing GCSE results to a parent and notifying separated parents about a child moving school)
- **School reports on pupil performance**

### **Publishing exam results**

The Arnewood School 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 The Arnewood School 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 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.

**Amendments to the Data Protection Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Equalities Policy (Exams)**

## Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities and/or 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<sup>†</sup>, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid

<sup>†</sup>or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

(JCQ's **General Regulations for Approved Centres**, 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 in the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) **Access Arrangements and Reasonable Adjustments 2024-2025 (Definitions section)**.

This publication is further referred to in this policy as AA

## Identifying the need for access arrangements

### Roles and responsibilities

#### 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
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- 

#### Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented
- 

#### 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 quality of the access arrangements process within the centre
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- 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

- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- Produces and annually reviews/updates a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- 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
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- 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
- Provide information to evidence the normal way of working of a candidate
- 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

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#### Teaching staff

- (where appropriate) Inform the SENCo (or equivalent role) of any observations about a candidate or any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- 

**Support staff** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

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

#### 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

#### Requesting access arrangements

- Details provided in the word processor policy.

#### Roles and responsibilities

##### 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
- 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
- Follows guidance in AA (chapter 8) to process approval applications for access arrangements for those qualifications included

- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures that the full supporting evidence is in place before an online application is processed
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ forms, such as Form 8 (Application for access arrangements – Profile of learning difficulties), Form 9 (Profile of need), Form 8RF, etc. supplemented by written statements, where required, etc.
- Ensures where JCQ forms are required to be completed, forms are signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre
  - in addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval, a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
  - (where applicable) 'Data protection confirmation by the examinations officer or SENCo' completed before an application is processed online
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised

#### Exams Officer

- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper (or to download a PDF copy of the standard question paper or to open a question paper packet in the secure room within 90 minutes of the awarding body's published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process, orders published modified papers by the awarding body's deadline for the exam series, where these may be required for a candidate.

## Implementing access arrangements and the conduct of exams

### Roles and responsibilities

#### External assessments

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).

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

- Supports the SENCo, 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

##### **SENCo**

- 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)
- Is familiar with the instructions for 'Invigilation arrangements for candidates with access arrangements' and 'Access arrangements' in ICE 2024-2025
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for them and ensures the candidate understands what will happen at exam time
- 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 the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)
- 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

##### **Exams officer**

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2024-2025
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- 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
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher, Learning Support Assistant or teaching assistant. Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant has to be used, a separate invigilator is always present
- 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 invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- 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
- Ensures 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
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- 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)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
  - a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - the Communication Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - a Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
  - prints pre-populated cover sheets from AAO where this is required for particular arrangements
- 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
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where any qualifications sit outside the scope of AAO
- 

#### **Other relevant centre staff**

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

### **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.

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as 'NEA'.

#### **SENCo or Examinations Officer**

- 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 their 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 their first examination
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of their formal supervised assessment

#### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

### **Internal exams/assessments**

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

#### **SENCo or equivalent role**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

#### **Exams officer**

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

#### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates

**Amendments to the Equalities Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Contingency Policy (Exams)**

## Purpose of the plan

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

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*, the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2024).

This plan also confirms The Arnewood School compliance with JCQ's **General Regulations for Approved Centres** (GR 5.3) that the centre has in place for inspection that must be reviewed and updated annually:

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

## Contingency arrangements

In accordance with the regulations (GR 3.17-19), The Arnewood School **must** have an up to date written contingency plan.

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

The plan must cover the following scenarios:

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

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

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

The Arnewood School **must** ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

## National Centre Number Register and other information requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that The Arnewood School responds to the National Centre Number Register annual update by the end of October every year which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

## Head of centre absence at a critical stage of the exam cycle

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

### Possible causes of disruption to the exam process

#### 1. Exam officer extended absence at a critical stage of the exam cycle

##### Criteria for implementation of the plan

*Key tasks required in the management and administration of the exam cycle not undertaken, including:*

##### *Planning*

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- *sufficient invigilators not recruited*

##### *Entries*

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

##### *Pre-exams*

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation, and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

##### *Exam time*

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

##### *Results and post-results*

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

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

- The Exams officer is part of a team of 3 people led by an experienced member of SLT. SLT members and other staff will cover all above key duties as necessary.

#### 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

- The absence of the SENDCo would be covered by a Senior Leader. Support would also be sought from a Secondary School within the trust.

### **3. Teaching staff extended absence at a critical stage of the exam cycle**

#### Criteria for implementation of the plan

##### *Key tasks not undertaken, including:*

*Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*

*Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*

*Non-examination assessment (including controlled assessments and coursework) tasks 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

- The extended absence of any teacher would be monitored by the Head of Department and Line Manager.
- Experienced staff may be used to deliver the relevant qualification if deemed necessary.

### **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

- Arnewood has a list of around 20 pre-approved and trained invigilators. This would be used if invigilators were absent.

- The Learning Support department are trained as invigilators each year, giving a further pool if necessary.

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

### Criteria for implementation of the plan

*Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*

*Insufficient rooms available on peak exam days*

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

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

- Exams would be moved to classrooms or Eaglewood School as necessary.
- In the event of sudden unexpected unavailability, resulting in classrooms having to be used, this might result in school closure to other year groups.

## 6. Cyber-attack

### Criteria for implementation of the plan

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

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

- (This will include the required arrangements for cyber security)
- (GR 3.21) Ensure there are procedures in place to maintain the security of user accounts by:
- a) providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
  - b) providing training for staff on awareness of all types of social engineering/ phishing attempts
  - c) enabling additional security settings wherever possible
  - d) updating any passwords that may have been exposed
  - e) setting up secure account recovery options
  - f) reviewing and managing connected applications
  - g) monitoring accounts and regularly reviewing account access, including removing access when no longer required
  - h) 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.
  - i) reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

## 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*



*Power outage immediately prior to or during an on-screen test*

*MIS system failure at results release time*

Centre actions to mitigate the impact of the disruption

- (This will include the security arrangements put in place which protect candidates' work)  
(GR 3.19) Ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- The Examinations officer would liaise with JCQ/Examination boards as soon as possible for advice.

## **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

- The Arnewood School would communicate with parents/carers and students about the potential disruption to teaching time
- Temporary classrooms may be hired as necessary
- The Arnewood School would liaise with other schools in the trust to share accommodation provision.

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- The Arnewood School would:
  - consider moving the starting time of the examination for all candidates (see section 6.2 of the JCQ document *Instructions for conducting examinations*)
  - Be aware of the rules for very late arrivals (see section 21 of the JCQ document *Instructions for conducting examinations*)
  - aim for candidates to sit the examination, with special consideration applied for (see Chapter 4 of the JCQ document *A guide to the special consideration process*)

- contact the relevant awarding body if additional support or guidance in the event of disruption to examinations is required

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

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

### Criteria for implementation of the plan

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

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

- The Arnewood School would implement alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).
- The decision on whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies
- The Arnewood School may seek special consideration as an option if all other avenues have been exhausted and candidates meet the published criteria
- The Arnewood School would contact the awarding body if additional support or guidance in the event of disruption to examinations is required

## 12. Disruption in the distribution of examination papers

### Criteria for implementation of the plan

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

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

- The Arnewood School would:
  - Seek electronic access to examination papers via a secure external network.
  - ensure that copies are received, made and stored under secure conditions.
  - as a last resort, and in close collaboration with centres and regulators, contact awarding organisations to consider scheduling of the examination on an alternative date

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

### Criteria for implementation of the plan

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

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

- For examinations that are part of the national 'yellow label' service or where awarding bodies arrange collections, The Arnewood School will contact the relevant awarding bodies for advice and instructions
- For examinations where The Arnewood School makes it's own collection arrangements, we wukk investigate alternative options that comply with the JCQ document *Instructions for conducting examinations*

- The Arnewood School will ensure secure storage of completed examination scripts until as close to the collection time as possible)

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

##### Criteria for implementation of the plan

*Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked*

*Completed examination scripts/assessment evidence does not reach awarding organisations*

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

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series

#### 15. Centre unable to distribute results as normal or facilitate post results services

(Including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

##### 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

- Distribution of results:  
The Arnewood School will:
  - make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation
  - make arrangements to coordinate access to post results services from an alternative site
  - share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- Facilitation of post results services:  
The Arnewood School will:
  - make arrangements to make post results requests at an alternative location
  - contact the relevant awarding organisation if electronic post results requests are not possible

## 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

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

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

#### Contingency planning

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

#### Disruption to assessments or exams

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

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

[You may also wish to see the JCO's notice to centres on exam contingency plans](#) and [JCO's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

#### Steps you should take

##### Exam planning

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

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

##### In the event of disruption

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

##### After the exam

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

## Steps the awarding organisation should take

### Exam planning

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

### In the event of disruption

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

### After the exam

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

### If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also [JCO's guidance on special consideration](#)

### Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [DfE in England](#), the [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.

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

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

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

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

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam

centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

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

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

#### General contingency guidance

- emergency planning and response for education, childcare and children's social care settings from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC from the DfE in England
- [exceptional closure days: Northern Ireland](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools, childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- emergency planning and response guidance for education and childcare settings- guidance for schools and education settings from the Welsh Government
- [protective security and preparedness for education settings](#) from the DfE
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- cyber security guidance for schools and colleges from the National Cyber Security Centre

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 7 May 2024) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

## JCQ

### 15. CONTINGENCY PLANNING

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates. Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

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

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

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2025. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*.

15.6 The designation of 'contingency sessions' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

15.7 In the event of national disruption to a day of examinations in summer 2025, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing

the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

15.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres **must** therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer.

(JCQ guidance above taken directly from **Instructions for conducting examinations** 2024-2025 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

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

JCQ Preparing for disruption to examinations [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

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

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

Guidance for centres on cyber security (Effective from November 2023) [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

5 tips to get exam ready and stay cyber safe! [www.jcq.org.uk/exams-office/blogs/](http://www.jcq.org.uk/exams-office/blogs/)

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process [www.jcq.org.uk/exams-office/non-examination-assessments/](http://www.jcq.org.uk/exams-office/non-examination-assessments/)

Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024 [www.jcq.org.uk/exams-office/non-examination-assessments/](http://www.jcq.org.uk/exams-office/non-examination-assessments/)

## GOV.UK

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

## Wales

School closures: examinations [gov.wales/school-closures-examinations](http://gov.wales/school-closures-examinations)

Opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather: [www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather](http://www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather)

## Northern Ireland

Exceptional closure days – Northern Ireland [www.education-ni.gov.uk/articles/exceptional-closure-days](http://www.education-ni.gov.uk/articles/exceptional-closure-days)

Checklist - exceptional closure of schools [www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools](http://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

## National Cyber Security Centre

Cyber Security for Schools <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Cyber security training for school staff <https://www.ncsc.gov.uk/information/cyber-security-training-schools>

**Amendments to the Contingency Plan (Exams):**

Date of modification	By whom	Details of modification





# **The Arnewood School Exam Policy: Internal Appeals Procedure (Exams)**

## Purpose of the procedure

This procedure confirms The Arnewood Schools' compliance with JCQ's **General Regulations for Approved Centres** (5.3z, 5.8) that the centre will:

- have in place ~~and available~~ for inspection that must be reviewed and updated annually, a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration
- draw to the attention of candidates and their parents/carers their internal appeals procedure

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support an application for 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 qualifications contain components/units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by centres 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 The Arnewood Schools' compliance with JCQ's **General Regulations for Approved Centres** (section 5.7) that the centre will:

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

Submission deadlines for examination boards are available on their website.

The Arnewood School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

The Arnewood School ensures that all centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework. This policy details the procedures relating to the Non Examinable Assessments, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity and do not have any potential conflicts of interest. If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker. The Arnewood School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

The Arnewood School 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 work submitted
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 within 10 calendar days (This will either be the originals viewed under supervised conditions or copies)

5. inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised
6. provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision
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 10 calendar days of receiving copies of the requested materials by completing the **internal appeals form** and candidates must explain on what grounds they wish to request a review
8. allow 10 working 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 question 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 awarding body will be informed if the centre does not accept the outcome of a review.

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

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

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

The Arnewood School ensures that those members of teaching staff involved in the direct supervision of candidates producing work for assessments are aware of the potential for malpractice.

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

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

- follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (*Instructions for conducting non-examination assessments/ Instructions for conducting coursework*) and any supplementary guidance that may be provided by the awarding body. Where this may lead to the decision to **not** accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

If a candidate who is the subject of the decision disagrees with the decision:

- They should submit a written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, 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].

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This procedure is informed by the JCQ documents Instructions for conducting non-examination assessments (4.6, 6.1, 9), Instructions for conducting coursework (6, 7, 13.5), Review of marking (centre assessed marks) suggested template for centres, Notice to Centres - Informing candidates of their centre assessed marks and Suspected Malpractice: Policies and Procedures (4.5)

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

This procedure confirms The Arnewood School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.13) that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

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 immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are made aware/informed through documentation provided on receipt of results.

If the centre or a candidate (or their 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 available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications.
- Service 3 (Review of moderation)  
This service is not available to an individual candidate

### **Access to Scripts (ATS):**

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

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 (where the qualification concerned is eligible for this service)
2. In all other instances, consider accessing the script by:
  - a) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
  - b) (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
3. Collect informed written consent/permission from the candidate to access their script
4. 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
5. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
6. Collect informed written consent from the candidate to request the RoR service before the request is submitted

7. 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.

[(Insert how this works in your centre, for example)]

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 any moderator report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a 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]

### **Centre actions in the event of a disagreement (dispute)**

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

- For a review of marking (RoR priority service 2), advise the candidate they may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission for the centre to access the script (and any required administration 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 their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the **internal appeals form** at least 10 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the internal deadline for 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 their 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.

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This procedure is informed by the JCQ documents [Post-Results Services](#) and [A guide to the awarding bodies' appeals processes](#)

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

This procedure confirms The Arnewood School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3z) that the centre will:

- have in place for inspection that must be reviewed and updated annually, a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

The Arnewood School 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, The Arnewood School:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

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

Examples of failure to comply include:

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

### **Special consideration**

Where The Arnewood School has appropriate evidence signed by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for a candidate who is affected by adverse circumstances beyond 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 their normal level of attainment in an assessment.

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

This may include The Arnewood School'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 The Arnewood School makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted

- An **internal appeals form** should be completed and submitted within 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, The Arnewood School will proceed to implement the necessary arrangements/submit the necessary application.

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This procedure is informed by the JCQ documents A guide to the awarding bodies' appeals processes (3), Suspected Malpractice: Policies and Procedures (3.3), General Regulations for Approved Centres (5.4), Access Arrangements and Reasonable Adjustments (Importance of these regulations) and A guide to the special consideration process (1, 2, 6)

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

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

Where The Arnewood School may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with 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 5 calendar 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.

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This procedure is informed by the JCQ document [A guide to the awarding bodies' appeals processes](#) (7)

**INTERNAL 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
- ☐ Appeal against a decision to reject candidate's work on the grounds of malpractice
- ☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- ☐ Appeal against the centre's decision relating to access arrangements or special consideration
- ☐ Appeal against the centre's decision relating to an administrative issue

\*Where the nature of the appeal does not relate directly to an awarding body's specific qualification, indicate N/A in awarding body specific detail boxes

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Name of appellant		Candidate name (if different to appellant)	
Awarding body		Exam paper code	
Qualification type Subject		Exam paper title	

Please state the grounds for your appeal below:

(If applicable, tick below)

☐ Where my appeal is against an internal assessment decision, I wish to request a review of the centre's marking

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature:	Date of signature:
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This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

## Further guidance to inform and implement appeals

### JCQ publications

- General Regulations for Approved Centres  
<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>

**Amendments to the Internal Appeals Procedure (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Malpractice Procedure (Exams)**



## **Introduction**

### **What is 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 procedure 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 (SMPP 1)

### **Candidate malpractice**

'Candidate malpractice' means 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 writing of any examination paper. (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. (SMPP 2)

### **Purpose of the procedure**

To confirm, The Arnewood School:

- has in place a written malpractice procedure which covers all qualifications delivered by the centre and
- details how candidates are informed and advised to avoid committing malpractice in examinations/assessments,
- how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

### **General principles**

In accordance with the regulations The Arnewood School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)

- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)

### **Preventing malpractice**

The Arnewood School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures. (SMPP 4.3)
- This includes ensuring that all 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
  - Instructions for conducting examinations (ICE)
  - Instructions for conducting coursework
  - Instructions for conducting non-examination assessments
  - Access Arrangements and Reasonable Adjustments
  - A guide to the special consideration process
  - Suspected Malpractice: Policies and Procedures
  - Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A guide to the awarding bodies' appeals processes (SMPP 3.3.1)

### **Informing and advising candidates**

Candidates and parents / carers are provided with details of the candidate handbook located on the school's website. This handbook references the key information candidates need to be aware of prior to undertaking any NEA coursework or formal exams.

The school website also holds copies of all exam policies and procedures for candidates to access and familiarise themselves with JCQ rules and regulations.

### **Identification and reporting of malpractice**

#### **Escalating suspected malpractice issues**

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)
- Suspected malpractice should be reported in the first instance to the Exams Manager, unless the allegation is against them in which case it should be reported to the Head of Centre.
- Details of the suspected malpractice should be recorded in writing as soon as possible with as much detail (includes times / names / exam details) and submitted via the above channel.

#### **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 (SMPP 4.1.3)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult 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 (SMPP 4.5)
- 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 (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

#### **Communicating malpractice decisions**

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

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

The Arnewood School will:

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

Amendments to the Malpractice Procedure (Exams):

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Malpractice Policy (Exams)**

## Introduction

What is 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 procedure 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 (SMPP 1)

## Candidate malpractice

'Candidate malpractice' means 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 writing of any examination paper. (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. (SMPP 2)

## Purpose of the procedure

To confirm The Arnewood School:

- has in place a written malpractice procedure which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

## General principles

In accordance with the regulations The Arnewood School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)

- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures* and provide such information and advice as the awarding body may reasonably require (GR 5.11)

## Preventing malpractice

The Arnewood School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication *Suspected Malpractice: Policies and Procedures*. (SMPP 4.3)
- This includes ensuring that all 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 2023-2024;
  - Instructions for conducting examinations (ICE) 2023-2024;
  - Instructions for conducting coursework 2023-2024;
  - Instructions for conducting non-examination assessments 2023-2024;
  - Access Arrangements and Reasonable Adjustments 2023-2024;
  - A guide to the special consideration process 2023-2024;
  - Suspected Malpractice: Policies and Procedures 2023-2024;
  - Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A guide to the awarding bodies' appeals processes 2023-2024 (SMPP 3.3.1)

## Informing and advising candidates

Candidates and parents / carers are provided with details of the candidate handbook located on the school's website at the beginning of a qualification. This handbook references the key information candidates need to be aware of prior to undertaking any NEA coursework or formal exams. The school website also holds copies of all exam policies and procedures for candidates to access and familiarise themselves with JCQ rules and regulations.

## Identification and reporting of malpractice

### Escalating suspected malpractice issues

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

Suspected malpractice should be reported in the first instance to the Exams Manager, unless the allegation is against them in which case it should be reported to the Head of Centre. Details of the suspected malpractice should be recorded in writing as soon as possible with as much detail (includes times / names / exam details) and submitted via the above channel.

### 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* (SMPP 4.1.3)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult 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 (SMPP 4.5)
- 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 (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

### **Communicating malpractice decisions**

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

### **Additional information:**

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

The Arnewood School will:

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

- **Amendments to the Malpractice Policy (Exams):**

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Non Examination Assessment Policy (Exams)**

## What does this policy affect?

This policy affects the delivery of GCE and GCSE specifications with one or more non-examination assessment component, controlled assessments (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

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

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'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword)

(This document is further referred to in this policy as NEA)

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these *Instructions*.

These instructions are for use in AQA Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (JCQ's **Instructions for conducting coursework**, Introduction, Foreword)

(This document is further referred to in this policy as ICC)

## Purpose of the policy

This policy confirms the JCQ requirement that The Arnewood School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

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

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities for non-examination assessments
- manage risks associated with non-examination assessments

A JCQ Centre Inspector will ask the examinations officer to confirm that a policy is in place. Guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose. (NEA 1)

## What are non-examination assessments?

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

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

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

## What is coursework?

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

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

Where reference is made in these procedures to non-examination assessment, this is intended to include (GCE and GCSE) non-examination assessments, controlled assessment (where relevant) and coursework.

### The basic principles

#### Head of centre

- 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 [NEA and ICC](#)
- Ensures the centre's policy is fit for purpose and covers all types of non-examination assessments
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

#### Senior leaders

- Ensure the correct conduct of non-examination assessments which complies with [NEA, ICC](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

#### Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources, etc.

#### Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment
- Ensures [NEA, ICC](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

#### Subject teacher

- Understands and complies with the general instructions as detailed in [NEA and ICC](#)
- Where these may also be provided by the awarding body, understands and complies 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
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures 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 for the relevant exam series

#### Exams officer

- Signposts the annually updated JCQ [NEA and ICC](#) documents to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

## Task setting

### Subject teacher

- Selects 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
- Makes candidates aware of the criteria used to assess their work

## Issuing of tasks

### Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

## Task taking

## Supervision

### Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident 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, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - social media
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates' documents*
- Ensures candidates:
  - understand that information from all sources must be referenced
  - receive guidance on setting out references
  - are aware that they must not plagiarise other material

## Advice and feedback

### Subject teacher

- As relevant to the subject/component, advises 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, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

## Resources

### Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<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
  - By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures 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
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

## Word and time limits

### Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

## Collaboration and group work

### Subject teacher

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

## Authentication procedures

### Subject teacher

- Where required by the awarding body's specification:
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps 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
- Provides 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, follows the authentication procedures and malpractice information in [NEA](#) or [ICC](#) and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero



## Presentation of work

### Subject teacher

- Obtains 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
- Instructs candidates to present work as detailed in [NEA](#) or [ICC](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

## Keeping materials secure

### Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores 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, returns 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, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds 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 (Reminds candidates of the contents of the JCQ document *Information for candidates – social media*)
- Where work is stored electronically, liaises with the IT Manager 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 Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers 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
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

## Task marking – externally assessed components

### Conduct of externally assessed work

#### Subject teacher

- Liaises 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 JCQ *Instructions for conducting examinations*
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

#### **Exams officer**

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*

### **Submission of work**

#### **Subject teacher**

- Pays close attention to the completion of the attendance register, if applicable

#### **Exams officer**

- Provides the attendance register to the subject teacher where applicable
- Ensures 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
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

### **Task marking – internally assessed components**

#### **Marking and annotation**

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

- 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 head/lead**

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

##### **Subject teacher**

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotates 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
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures 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

### Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff, etc.)
- Ensures 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
- Retains evidence that internal standardisation has been carried out

### Subject teacher

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

## Consortium arrangements

### Subject head/lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA *Centre consortium arrangements for centre-assessed work* for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

### Subject teacher

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

### Exams officer

- Where the centre is the consortium lead:
  - submits an online notification of *Centre consortium arrangements for centre-assessed work* to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
  - submits marks for home centre candidates to the awarding body deadline
  - where relevant, liaises with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline

## Submission of marks and work for moderation

### Subject teacher

- Inputs and submits 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, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits 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
- Ensures 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
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

#### **Exams officer**

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

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

#### **Subject teacher**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes 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, retains some form of evidence such as photos, audio or media recordings

#### **Exams officer**

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

### **External moderation – the process**

#### **Subject teacher**

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work

- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

## **External moderation – feedback**

### **Subject head/lead**

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

### **Exams officer**

- Accesses or signposts any moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

## **Access arrangements and reasonable adjustments**

### **Subject teacher**

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

### **Special educational needs coordinator (SENCo) (or equivalent role)**

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

## **Special consideration and loss of work**

### **Subject teacher**

- Understands 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
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

### **Exams officer**

- Refers to/directs relevant staff to the JCQ document A guide to the special consideration process
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body (For coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate)

## Malpractice

### Head of centre

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

### Subject teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- Ensures candidates understand the JCQ document Information for candidates - non-examination assessments and (where applicable) Information for candidates - coursework assessments
- Ensures candidates understand the JCQ document Information for candidates - social media
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

### Exams officer

- Signposts the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
- Signposts the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## Post-results services

### Head of centre

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

### Subject head/lead

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

### Subject teacher

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

### Exams officer

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

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

### Head of centre

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

### Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

### Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

### Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using *Common Practical Assessment Criteria (CPAC)*
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

### Exams officer

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

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

### Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

### Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

### Subject head/lead

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

#### **Subject teacher**

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

#### **Exams officer**

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

### **Private candidates**

#### **Subject head/lead**

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components/units of non-examination assessment/coursework (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

### **Management of issues and potential risks associated with non-examination assessments**

Reference to non-examination assessment is intended to include GCE and GCSE specifications with one or more non-examination assessment component, controlled assessment (where applicable) and coursework.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p><i>Records confirm that relevant centre staff are familiar with and follow:</i></p> <ul style="list-style-type: none"> <li>• <i>the current JCQ documents Instructions for conducting non-examination assessments and (where applicable) Instructions for conducting coursework</i></li> <li>• <i>the JCQ document Notice to Centres - Sharing NEA material and candidates' work - <a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">www.jcq.org.uk/exams-office/non-examination-assessments</a></i></li> </ul>	SLT
Candidate malpractice	<p><i>Records confirm that candidates are informed and understand they must not:</i></p> <ul style="list-style-type: none"> <li>• <i>submit work which is not their own</i></li> <li>• <i>make available their work to other candidates through any medium</i></li> <li>• <i>allow other candidates to have access to their own independently sourced material</i></li> <li>• <i>assist other candidates to produce work</i></li> <li>• <i>use books, the internet, AI or other sources without acknowledgement or attribution</i></li> </ul>	Class Teacher



Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<ul style="list-style-type: none"> <li>submit work that has been word processed by a third party without acknowledgement</li> <li>include inappropriate, offensive or obscene material</li> </ul> <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments, (where applicable) Information for candidates – coursework assessments and Information for candidates – social media - <a href="http://www.jcq.org.uk/exams-office/information-for-candidates-documents">www.jcq.org.uk/exams-office/information-for-candidates-documents</a> and understand they must not post their work on social media</p>	
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	Class Teacher
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	Head of Department
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	Class Teacher
Subject teacher long term absence during the task setting stage	See centre's contingency plan (Teaching staff extended absence...)	
<b>Issuing of tasks</b>		
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	Head of Department
The wrong task is given to candidates	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	Head of Department
Subject teacher long term absence during the issuing of tasks stage	See centre's contingency plan (Teaching staff extended absence)	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<p>Ensures the candidate's presentation does not form part of the sample which will be recorded</p> <p>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</p>	Head of Department
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<p>Assessment plan identified for the start of the course</p> <p>Assessment dates/periods included in centre wide calendar</p>	SLT

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Head of Department
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Exams Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Head of Department / SLT
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine the process to be followed to apply for special consideration for the candidate</i>	Head of Department
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given prior to starting on their work</i>	Head of Department
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given during the task-taking stage</i>	Head of Department / SLT
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Head of Department / SLT
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Class Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Class Teacher
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Head of Department
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Exams Officer
An excluded pupil wants to complete a non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Exams Officer
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Head of Department / SLT
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i> <i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i> <i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Class Teacher
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i> <i>Where limits are for guidance only, candidates are discouraged from exceeding them</i> <i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Exams Officer
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Head of Department / SLT
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work</i> <i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i> <i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for</i>	Head of Department / SLT

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>candidates: non-examination assessments and (where applicable) Information for candidates: coursework assessments</i> <i>The candidate's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i> <i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i> <i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Class Teacher
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	Head of Department / SLT
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Class Teacher
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments</i> <i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i>	Head of Department / SLT
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	Head of Department / SLT
Candidates work produced electronically is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments</i> <i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i> <ul style="list-style-type: none"> <li><i>access to this material is restricted (insert how)</i></li> <li><i>appropriate security safeguards are in place (insert names/types of protection)</i></li> <li><i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</i></li> <li><i>any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)</i></li> </ul>	Head of Department / SLT
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Head of Department / SLT
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Head of Department / SLT
<b>Task marking – internally assessed components</b>		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Head of Department / SLT
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for shortfall in work</i>	Head of Department / SLT
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8) and (where applicable) Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work</i>	Head of Department / SLT
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed</i>	Head of Department / SLT
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. 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)	<i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not</i>	Exams Officer / SLT
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension</i>	Head of Department / SLT
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Head of Department / SLT
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	Head of Department / SLT
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood</i>	Head of Department / SLT

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	Head of Department / SLT
Subject teacher long term absence during the marking period	See centre's <del>Exam</del> contingency plan (Teaching staff extended absence)	

**Amendments to the Non Examination Assessment Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School**

## **Exam Policy:**

### **Whistleblowing Policy**

### **(Exams)**



## Introduction

Whistleblowing at The Arnewood School 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 and assessments. The head of centre and governing board at The Arnewood School aim to create and maintain an approach to examinations and assessments 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 and assessments.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**<sup>1</sup>, The Arnewood School 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 document **Suspected Malpractice: Policies and Procedures**<sup>2</sup> and provide such information and advice as the awarding body may reasonably require

This policy requirement was added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*<sup>3</sup>.

This policy sets out the whistleblowing procedures at The Arnewood School. It has been produced (and reviewed) by a member of the senior leadership team and responsible for handling any cases of whistleblowing. This individual is fully aware of the contents of this policy and will escalate any instances of malpractice through the head of centre to the relevant awarding body/bodies.

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 and assessments if The Arnewood School 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.

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<sup>1</sup> Reference [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

<sup>2</sup> Reference [www.jcq.org.uk/exams-office/malpractice/](http://www.jcq.org.uk/exams-office/malpractice/)

<sup>3</sup> Reference [www.jcq.org.uk/examination-system/imc-home/](http://www.jcq.org.uk/examination-system/imc-home/)

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 and assessments (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 member of the senior leadership team with oversight of examination and assessment administration].

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

### 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/assessment
- 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<sup>4</sup> 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)<sup>5</sup> 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<sup>6</sup>. 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

<sup>4</sup> Reference [www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/](http://www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/)

<sup>5</sup> Reference **Public Interest Disclosure Act 1998** [www.legislation.gov.uk/ukpga/1998/23/contents](http://www.legislation.gov.uk/ukpga/1998/23/contents)

<sup>6</sup> Reference <https://protect-advice.org.uk/pida/>

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<sup>7</sup>.

Alternatively, a worker could consider making a disclosure to Ofqual<sup>8</sup> as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

### **Exams Officer Professional Standards**

If an exams officer is completing the *Exams Officer Professional Standards* (see the National Association of Examinations Officers website for more information) as part of their annual professional development, they will be required to sign a *Values and Attributes statement*.

By signing this statement the exams officer, and their senior leadership team/line manager, are identifying a set of common values and attributes. These include support for an exams officer when they are faced with a situation where they may be compromised by, or put under pressure to accept, a centre decision which may not align with JCQ and awarding organisation regulations (for example, being asked not to report an instance of suspected/actual malpractice). In such circumstances, the exams officer must act in line with the procedures set out in this policy.

### **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'<sup>9</sup>. 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 their 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 The Arnewood School 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.

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<sup>7</sup> Reference [www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/](http://www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/)

<sup>8</sup> Reference [www.gov.uk/guidance/ofquals-whistleblowing-policy](http://www.gov.uk/guidance/ofquals-whistleblowing-policy)

<sup>9</sup> Reference [www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies](http://www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies)

**Amendments to the Whistleblowing Policy (Exams):**

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Word Processor Policy (Exams)**

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2024-2025](#) and [Instructions for conducting examinations 2024-2025](#) publications.

## Introduction

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

(AA 4.2.1)

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 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

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 4.2.1)

The SENCo, or equivalent role **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

(AA 4.2.7)

The candidate **must** have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination.

## Purpose of the policy

This policy details how The Arnewood School complies with AA chapter 4 (Managing the needs of candidates and principles for centres), 5.8 (Word processor) and ICE (14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

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

## The criteria The Arnewood School uses to award and allocate word processors for examinations and assessments

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

### Exceptions

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

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology

- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

The centre 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 a candidate where appropriate to their needs  
For example, a candidate with:
  - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the **start** of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved **before** an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre 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 either within the main examination room or an alternative room according to the candidate and examination requirements.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In these instances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a



header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The centre 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
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

#### **Portable storage medium**

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used:

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

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

(ICE 14.25)

The centre 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
- a word processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

### **Allocating word processors at the time of the assessment**

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo (or equivalent role) and the exams officer.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time.

The security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7.

**Amendments to the Word Processor Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Checking the Qualification of the Centre's Specialist Assessor Procedure (Exams)**

**Process:**

The assessment process must be administered correctly by the start of each academic year.  
All specialist assessors as appointed by the head of centre must either be:

- a qualified psychologist registered with the Health and Care Professions Council (HCPC)
- a specialist assessor with a current SpLD Assessment Practising Certificate; or
- a specialist assessor with a post graduate qualification in individual specialist assessment at or equivalent to Level 7.

JCQ Statement – “Appointment of specialist assessors for candidates with learning difficulties”.

The head of centre will check that the centre’s specialist assessor’s qualifications meet the required levels and will also monitor that the assessment process is correctly applied.

**Amendments to the Checking the qualifications of the centre’s specialist assessor procedure (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Candidate identification procedure (Exams)**

## **Purpose of the procedure**

The purpose of this procedure is to confirm that The Arnewood School:

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

## **Process to check candidate identity Internal candidates**

The identity of students on roll at The Arnewood School is checked as part of the initial registration process. (GR 5.6)

The process is:

- The identity of students on roll at The Arnewood School is checked as part of the initial registration process
- Local Education Authority will notify school of Year 7 admissions and details
- Parents/Carers are contacted by the school. Admissions form is completed
- Primary School may also send through student details
- Data collection sheet issued annually, to correct and update details held on Arbor Exam entries are made using the details on the MIS system.

## **Private candidates**

- The identity of students (private candidates), not on roll at a centre but who may be accepted to take examinations, must be checked by a verification process which involves photo-ID. (GR 5.6)
- Candidate must provide proof of address and photo ID before being entered for an exam

## **Procedures to verify candidate identity at the time of the examination/assessment**

- Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16.1)
- The arrangements at The Arnewood School are:
  - All Sixth form candidates will have photographic identification
  - Name labels will be placed on examination desks which will include a picture of the student
  - Where an Invigilator is used who does not know all of the Students then one of the Exam Officers or a Senior member of staff (approved by the Head of Centre) and who has not taught the subject being examined) will be present at the start of an examination to assist with the identification of candidates
  - All external candidates will be given a visitors ID which is used as photographic evidence.
- The following measures are also in place:
  - A private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence (ICE 16.2)
  - Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.3)
  - Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.4) Roles and Responsibilities The role of the exams office/officer

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (ICE 16.1)
- Prior to the examination, inform a private/external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. (ICE 16.2)
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.3)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.4)



**Amendments to the Candidate Identification procedure (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Emergency evacuation procedure (Exams)**

## Purpose of the policy

This policy details how The Arnewood School deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

## When is an emergency evacuation required?

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

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

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s). (ICE 25.6)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. (ICE 25.6)

## Emergency evacuation of an exam room

### Roles and responsibilities

#### Head of centre

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

#### Senior leader

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

#### Special educational needs coordinator (SENCo) or equivalent role

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

#### Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed by the relevant invigilator, prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room

- Liaises with the ALS lead/SENCo (or equivalent role) and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensures a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensures an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

#### **Invigilators**

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

#### **Other relevant centre staff**

- Support the senior leader, ALS lead/SENCo (or equivalent role), exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

#### **Recording details**

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:

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

## Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or a bomb alert or other emergency that leads to an evacuation of the exam room.

[illegible]

**Amendments to the Emergency Evacuation Procedure (Exams):**

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Alternative rooming arrangements procedure (Exams)**



## Introduction

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

## Purpose of the procedure

The purpose of this procedure is to confirm the criteria when these arrangements may be considered and granted for a candidate at The Arnewood School in compliance with the regulations.

- Decisions on the awarding of the arrangement
- At The Arnewood School, decisions on the awarding of the arrangement are made by the Access Arrangements Assessor in conjunction with the SENDCO.
- Decisions are based on:
  - a. Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16)
  - b. The candidate's normal way of working within the centre (AA 5.16)
  - c. Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)
  - d. Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA 5.16)

## Criteria for the awarding of the arrangement

- Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:
  - The candidate has an established difficulty as defined in section 5.16 of the JCQ's Access Arrangements and Reasonable Adjustments publication (ICE 14.18)
  - The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
  - Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 5.16)
  - Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

## Other rooming arrangements

- At The Arnewood School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:
  - Where appropriate candidates entitled to extra time are seated with the main cohortCandidates with Readers and/or Scribes are seated in suitable smaller rooms at the direction of SENCO and the Exams Manager

**Amendments to the Alternative Rooming Arrangements Procedure (Exams):**

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Candidate Absence Policy (Exams)**

## Purpose of the procedure

The purpose of this procedure is to confirm the arrangements for candidates who are absent from an examination at The Arnewood School.

- An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point The Arnewood School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See Candidate Late Arrival Procedure)
- Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

## Identifying and dealing with candidate absence

- A candidate will be considered absent from an examination if:
  - the candidate is not present on completion of the attendance register once candidates are seated and have started the examination (ICE 22.5)
- Once a candidate is identified as absent from an examination, the following action will be taken:
  - The candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival
- If a candidate fails to sit an examination, the following action is taken:
  - A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker
  - The candidate absence is noted on the seating plan by crossing through the candidate details

## Roles and Responsibilities

### Overview

- It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:
  - Exams manager will check attendance in the main exam rooms and access arrangement rooms and with the support of reception and the Head of Year contact absentees.
- It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:
  - The Head of Year will be informed of persistent absentees and will investigate if appropriate

### The role of invigilators

- Invigilators will:
  - Be informed of the process for dealing with absent candidates through training
  - Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)
- Additional responsibilities:
  - will collate absent lists ready for the Exams Manager to collect before the examination starts

### The role of candidates

- Candidates will be:
  - Re-charged any relevant entry fees for unauthorised absence from examinations

### **Special consideration**

- At The Arnewood School if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met:
  - The examination is in the candidate's terminal exam series (SC 4.1)
  - The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.3)
  - The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6)
- It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:
  - The Exams Manager

**Amendments to the Candidate Absence Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Candidate Late Arrival Policy (Exams)**



## Purpose of the procedure

The purpose of this procedure is to confirm the arrangements for candidates who arrive late for an examination at The Arnewood School.

A candidate will be considered late if they arrive:

- after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1)
- A candidate will be considered very late if they arrive:
  - more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination (ICE 21.3)
  - after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This procedure confirms that The Arnewood School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

- the correct procedures are followed when dealing with a candidate who arrives late to an examination
- appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

## Candidates who arrive late

The following procedures are applied at The Arnewood School in relation to candidates who arrive late to examinations:

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1) will be permitted by the centre to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination
- A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)

A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier.

The awarding body will be informed of the situation and will decide whether or not to accept the script (ICE 21.5)

In all cases the centre will submit a declaration for the very late arrival of a candidate for examinations, in

accordance with the current JCQ publication Instructions for conducting examinations (GR 5.9)

## **Roles and Responsibilities**

- The role of the exams office/officer
  - Inform invigilators of the procedure/process for dealing with candidates who arrive late/very late through training
  - Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
  - Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)
  - Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)
  - Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:
    - the time the candidate came under centre staff supervision
    - the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
    - the actual starting and finishing times of the examination
    - the time the candidate started the examination
    - the time the candidate finished the examination
    - any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the exam (ICE 21.4)
- The role of invigilators
  - Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
  - Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late
  - Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

**Amendments to the Candidate Late Arrival Policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Food and Drink policy (Exams)**

## Purpose of the procedure

This procedure confirms that The Arnewood School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

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

## Food and drink in the examination room

- Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18.2)
- Any food and drink brought into the examination room whether by the candidate or the centre must be free from packaging and all labels are removed from drink containers (ICE 18.2)

To enable invigilators to check these items quickly and efficiently:

- food brought into the examination room by the candidate must be free of packaging and in a transparent container
- drink bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles (ICE 18.2)

The following arrangements are applied at The Arnewood School:

- Food and drink is allowed in the examination room only where:
  - food is free from packaging and in a transparent container all labels are removed from drink containers and drink bottles are transparent
  - Food is only allowed on medical grounds with all labels or packaging materials removed
  - Water is allowed if in clear bottles and label removed
  - No fluids other than water are permissible.

## Roles and Responsibilities

The role of the exams office/officer

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

The role of the invigilator

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

The role of the head of centre

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

**Amendments to the Food and Drink Policy (Exams):**

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Leaving the exam room policy (Exams)**



## **Purpose of the procedure**

The purpose of this procedure is to confirm that candidates leaving the examination room at The Arnewood School is managed in line with JCQ regulations.

This procedure confirms:

- The correct procedures are followed in relation to candidates leaving the examination room
- The Arnewood School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

## **Arrangements for leaving the examination room**

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.3)
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23.4)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5)

The following arrangements are applied at The Arnewood School:

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)
- Sudden illness
- Agreed rest breaks
- Panic attack
- Absence due to a recorded medical condition

## **Roles and responsibilities**

The role of the exams office/officer

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

The role of the invigilator

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

leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)

- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

**Amendments to the Leaving the exam room policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Managing behaviour policy (Exams)**

## Purpose of the procedure

The purpose of this procedure is to confirm that candidate behaviour in the examination room at The Arnewood School is managed in line with JCQ regulations.

### Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, The Arnewood School will:

- ensure the JCQ Information for candidates documents (coursework, non-examination assessments, on screen tests, privacy notice, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

At The Arnewood School candidates are made aware of JCQ information/briefed by:

- Assembly taken by the exam officer or a senior leader in spring term
- Issue of candidate handbook
- Signposting to the exam policies on the school website
- Signing to say they have reviewed the relevant JCQ malpractice documentation
- Experience of mock exam series

### Candidate malpractice

- 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1.2)
- Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)
- 'Candidate malpractice' means 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 writing of any examination paper (SMPP 2)
- Inappropriate behaviour by a candidate in the examination room is deemed 'candidate malpractice'
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7) Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this procedure.

## Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at The Arnewood School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Any malpractice suspected or actual, from this point must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that he/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 (ICE 24.1)

- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)
- Form JCQ/M1 - Report of suspected candidate malpractice must be completed (ICE 24.3)
- 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 (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ publication Suspected Malpractice: Policies and Procedures (ICE 24.5)
- In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24.6)

## Roles and Responsibilities

### The role of the invigilator

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Warn a disruptive candidate that he/she may be removed from the examination room (ICE 24.1)
- Record what has happened and actions taken on the exam room incident log (ICE 24.1) The role of the exams office/officer
- Ensure that the JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) are distributed to all candidates prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters (GR 5.8)
- Ensure the JCQ Unauthorised items and Warning to candidates posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5.8)
- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

### The role of the head of centre

- Where a candidate is seriously disrupting others, makes the decision to remove the candidate from the examination room (ICE 24.3)
- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination by completing form JCQ/M1 (ICE 24.3)

### The role of the senior leader

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

## Examples of 'candidate malpractice'

These include (but are not limited to):

### Introduction of unauthorised material into the examination room

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

- Calculators, dictionaries (when prohibited)
  - not used
  - used or attempted to use
- Bringing into the examination room notes in the wrong format or prohibited annotations
  - notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject
  - notes/annotations are relevant and give an unfair advantage
  - notes/annotations introduced in a deliberate attempt to gain an advantage
- Unauthorised notes, study guides and personal organisers
  - content irrelevant to subject
  - content relevant to subject
  - relevant to subject and evidence of use
- Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, AirPods, earphones and headphones)
  - not in the candidate's possession but make a noise in the examination room
  - in the candidate's possession but no evidence of being used by the candidate
  - in the candidate's possession and evidence of being used by the candidate Watches (not smartwatches)
  - in candidate's possession

### **Breaches of examination conditions**

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations
  - minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after being told to stop
  - major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing after being told to stop
  - related non-compliance
- Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations
  - leaving examination early (no loss of integrity); removing script from the examination room, but evidence of the integrity was maintained
  - removing script from examination room but with no proof that the script is safe; taking home materials
  - deliberately breaking a timetable clash supervision arrangement; removing script from the examination room and with proof that the script has been tampered with; leaving examination room early so integrity is impaired
- Disruptive behaviour in the examination room or assessment session (including use of offensive language)
  - minor disruption lasting a short time; calling out, causing noise, turning around
  - repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions
  - warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property
- Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to) Verbal communication
  - isolated incidents of talking before the start of the examination or after papers have been collected

- talking during the examination about matters not related to the exam; accepting examination related information
- talking about examination related matters during the exam; whispering answers to questions
- Communication
  - passing/receiving written communications which clearly have no bearing on the assessment
  - accepting assessment related information
  - passing assessment related information to other candidates; helping one another; swapping scripts
- Offences relating to the content of candidates' work
  - The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non- examination assessments or portfolios
  - isolated offensive words or drawings
  - frequent offensive words or drawings; isolated obscenity or offensive comments directed at an individual or group
  - frequent obscenities; discriminatory language, remarks or drawings directed at an individual or group
- Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing
  - minor amount of plagiarism/poor referencing in places
  - plagiarism from work listed in the bibliography or referenced/acknowledged; or minor amount of plagiarism from a source not listed in the bibliography or referenced / acknowledged
  - plagiarism from work not listed in the bibliography or referenced/acknowledged; or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced / acknowledged



**Amendments to the Managing behaviour policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Overnight supervision arrangements policy (Exams)**

## Purpose of the procedure

This purpose of this procedure is to confirm that The Arnewood School:

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

## Overnight supervision arrangements

- When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:
  - more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks
  - candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays (ICE 8.1)
- These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.1)
- Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone, e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations (ICE 8.3)

## Roles and Responsibilities

The role of the head of centre

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while the candidate is on the premises sitting examinations (ICE 8.2)
- Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.4)
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.4)

The role of the exams office/officer

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and once all other options have been exhausted (ICE 8)

- Re-arrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is re-arranged for Saturday morning (ICE 8.5)
- Ensure the JCQ Overnight Supervision and Overnight Supervision Declaration forms are completed before the overnight supervision is to commence (ICE 8.4)
- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff, determining a method of supervision which ensures the candidate's wellbeing (ICE 8.2)
- Download the JCQ Overnight Supervision Declaration form for signing by the candidate, the supervisor and the head of centre (ICE 8.4)
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties, as detailed in the JCQ publication Suspected Malpractice: Policies and Procedures (ICE 8.4)
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.4)
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.2)
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the earlier day are sealed in an envelope and returned to the centre's secure storage facility until all candidates at the centre have taken that examination (ICE 8.6)

**Amendments to the Overnight supervision arrangements policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Access arrangements policy (Exams)**

## What are access arrangements and reasonable adjustments?

### Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'. (AARA<sup>1</sup>, Definitions)

### Reasonable adjustments

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

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

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA<sup>1</sup>, Definitions)

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AARA](#) 1.8). The definitions and procedures in [AARA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

## Purpose of the policy

The purpose of this policy is to confirm that The Arnewood School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by SENCo (or equivalent role) alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENCo (or equivalent role) is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (<sup>1</sup>AARA 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

<sup>1</sup>This publication is further referred to in this policy as AARA

## General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate

arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4)

The principles for the centre to consider are detailed in AARA (4.2). These include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- The SENCo, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the 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.
- Access arrangements/reasonable adjustments should be processed at the **start** of the course.
- Arrangements **must** always be approved **before** an examination or assessment.
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

### **Equalities Policy (Exams)**

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

This policy further covers the assessment process and related issues in more detail.

Please see the Equalities policy for more details.

### **The assessment process**

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA\_7.3.

### **Appointment of assessors of candidates with learning difficulties**

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Please see the Checking the qualification of the centre's specialist assessor procedure for more details.

### **Reporting the appointment of assessors**

- The SENCo will retain on file the evidence that any assessor(s) used by the Arnewood School are suitably qualified. Examples of evidence that may be retained include:
  - copy of current Assessment Practising Certificate (APC) issued by Patoss, Dyslexia Guild or British Dyslexia Association;
  - copy of Level 7 assessment qualification certificate;
  - screenshot of HCPC registration showing the Unique Registration Number;
  - screenshot of SASC listing showing the APC code number and expiry date;
  - screenshot of listing for PAPAA Graduates showing the certificate number;
  - screenshot of listing for CPT3A Certificate Holders showing the certificate number;
  - screenshot of listing for ETAAC Certificate Holders showing the certificate number; or
  - screenshot of listing for Patoss AAA Certificate Holders showing the certificate number



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

- Where a candidate has been identified as requiring an assessment of their learning difficulties, the SENDCO will:
  - Arrange for the candidate to be assessed by an assessor appointed by the Arnewood School at a suitable location;
  - The assessor will be provided with Part 1 of the Form 8 before assessment;
  - The assessor will conduct the assessment personally, and will only sign off assessments they themselves have conducted;
  - Assessments will be appropriate to the need being identified, be relevant for the age of the candidate being tested and be current;

### Picture of need/normal way of working

- The SENDCO will obtain evidence from teaching staff confirming a candidate's normal way of working which can include:
  - Examples of work
  - Written evidence provided by the teacher or teaching assistant

### Processing access arrangements and adjustments

#### Arrangements/adjustments requiring awarding body approval

*Access arrangements online* (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to [AARA 8](#) (Processing applications for access arrangements and adjustments) and 6 (Modified papers)).

AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Online applications **must** only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)

- Note the requirements around completion of the Candidate **Personal data consent form** and the **Data protection confirmation by the examinations officer or SENCo**, prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved.
- The SENCo **must** keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes:
  - a signed candidate personal data consent form;
  - a completed *Data protection confirmation by the examinations officer or SENCo* form;
  - a copy of the candidate's approved application;
  - appropriate evidence of need (where required);
  - evidence of the assessor's qualification (where required). (AARA 8.6)

### Centre-delegated arrangements/adjustments

- Where any centre delegated arrangements are granted, the Arnewood School will retain appropriate evidence to support the arrangement.

### Centre-specific criteria for particular arrangements/adjustments

#### Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

A copy of the Word processor policy is found as an appendix in this document.

### Alternative Rooming Arrangements Policy

**Commented [JH11]:** Overtyping here any relevant information relating to the centre's processes for using AAO. This might include for example, when applications are submitted, who is responsible, what information is required, printed, kept on file, location of files, dealing with cases that do not gain approval, awarding body referrals, ordering modified papers, etc.

Make full reference to AARA 8 (Processing applications for access arrangements and adjustments), 6 (Modified papers) and record your process that reflects the requirements.

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by the SENCo (or equivalent role).

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect  
**and**
- the candidate's normal way of working within the centre (AARA 5.16)

A copy of the alternative rooming arrangements policy can be found as an appendix to this document.

**Amendments to the Access arrangements policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Certificate issue procedure and retention policy (Exams)**

## **Introduction**

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

## **Purpose of the procedure/procedure**

The purpose of this procedure/procedure is to confirm how The Arnewood School issues examination certificates to candidates and the procedure for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

## **Issue of certificates**

The Arnewood School will:

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

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by the Exams Manager.

## **Arrangements for the issue of certificates**

- Exam Certificates are available in school for collection normally from the end of November, once all certificates have been sent in from the exam boards.
- Students are informed of this via email and through the school website
- Students are expected to collect their exam certificates in person so that they can check all of the information shown on their certificates is correct and accurate (name, DOB, final grade etc).
- If all of this is in order then the student will sign and date a form which confirms that their certificates are correct and they have received them.

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

- Students are informed of the exam certificate collection procedure when they collect or receive their exams results.
- Once certificates are ready for collection students are reminded of the procedure via email and the school website.
- Where unable to claim/collect certificates under the normal arrangements candidates may arrange for certificates to be collected on their behalf by providing the exams officer with written permission/authorisation. Authorised persons must provide ID evidence on collection of certificates.

Record of issued certificates

- Certificates are kept for 5 years

Retention of certificates

The Arnewood School will:

- retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue (GR 5.14)
- destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)
- retain a record of certificates that have been destroyed for four years from their date of destruction (GR 5.14)
- (where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14)
- The retention of unclaimed or uncollected certificates is managed by the Exams Manager.
- Certificates are retained for 5 years.

**Amendments to the Certificate issue procedure and retention policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Exams archiving policy (Exams)**



## Purpose of the procedure

The purpose of this procedure is to:

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

Where a particular record or information type is not held in, or not applicable to The Arnewood School, this is indicated.

## Record retention details

Record and description	Retention information / period	Action at end of retention period (method of disposal)
<b>Access arrangements information</b> <i>Any hard copy information kept by the exams manager relating to an access arrangement candidate.</i>	<i>To be returned to ALS lead / SENDCO, as records owner, at the end of the candidate's final exam series.</i>	<i>Confidential destruction.</i>
<b>Alternative site arrangements</b> <i>Any hard copy information generated on an alternative site arrangement. Notifications submitted online via Centre Admin Portal.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Attendance register copies</b> <i>Candidate attendance lists. Invigilation incident logs. Invigilation arrangements for each exam session. Seating plans.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Awarding body exams administration information</b> <i>Any hard copy publications provided by awarding bodies.</i>	<i>To be retained until the current academic year update is provided.</i>	<i>Paper recycling.</i>
<b>Candidates' scripts</b> <i>Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.</i>	<i>To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts.</i>	<i>Confidential destruction.</i>
<b>Candidates' work</b> <i>Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.</i>	<i>To be logged on return to the centre and immediately returned to the subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically).</i>	<i>Returned to candidates or safe disposal.</i>

<b>Record and description</b>	<b>Retention information / period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Centre consortium arrangements for centre assessed work</b> <i>Any hard copy documentation relating to the consortium arrangements between secondary schools within the trust.</i>	<i>To be retained securely until the end of the current academic year.</i>	<i>Confidential destruction.</i>
<b>Certificates</b> <i>Candidate certificates issued by awarding bodies.</i>	<i>Retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue.</i>	<i>Confidential destruction.</i>
<b>Certificate destruction information</b> <i>A record of unclaimed certificates that have been destroyed.</i>	<i>A record of certificates that have been destroyed should be retained for four years from their date of destruction. Candidates should be informed that some awarding bodies do not offer a replacement certificate any certificates requested by the awarding bodies.</i>	<i>Confidential destruction.</i>
<b>Certificate issue information</b> <i>A record of certificates that have been issued.</i>	<i>Certificates distributed to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued.</i>	<i>Confidential destruction.</i>
<b>Confidential materials: initial point of delivery logs</b> <i>Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>

<b>Record and description</b>	<b>Retention information / period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Confidential materials: receipt, secure movement and secure storage logs</b> <i>Logs recording confidential exam materials received (including encrypted materials received via email or downloaded from an awarding body's secure extranet site), checked and placed in the secure storage facility by the exams officer (or other authorised member of centre staff) throughout the period the materials are confidential.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Conflicts of interest records</b> <i>Records demonstrating the management of conflicts of interest.</i>	<i>The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Dispatch logs</b> <i>Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards &amp; Testing Agency) yellow label service.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Entry information</b> <i>Any hard copy information relating to candidates' entries.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Exam question papers</b> <i>Question papers for timetabled written exams.</i>	<i>Question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations (Reference GR 6.13).</i>	<i>Issued to subject staff.</i>

<b>Record and description</b>	<b>Retention information / period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Exam room checklists</b> <i>Checklists confirming exam room conditions and invigilation arrangements for each exam session.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Exam room incident logs</b> <i>Logs recording any incidents or irregularities in exam rooms for each exam session.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Exam stationery</b> <i>Awarding body exam stationery provided solely for the purpose of external exams.</i>	<i>Return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments... destroy confidentially any out-of-date stationery. (Reference ICE 30)</i>	<i>Confidential destruction.</i>
<b>Examiner reports</b> <i>Copy may be kept with results for the relevant period.</i>	<i>(Where/if provided) To be immediately provided to head of department as records owner.</i>	<i>Confidential destruction.</i>
<b>Finance information</b> <i>Copy invoices for exams-related fees.</i>	<i>Retain until end of the academic year.</i>	<i>Confidential destruction.</i>
<b>Handling secure electronic materials logs</b> <i>Logs recording handling of electronic exam materials.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Invigilation arrangements</b> <i>See Exam room checklists.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>

<b>Record and description</b>	<b>Retention information / period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Invigilator and facilitator training records</b> <i>A record of the content of training given to invigilators available for inspection.</i>	<i>A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. (Reference ICE 12)</i>	<i>Confidential destruction.</i>
<b>Moderator reports</b> <i>Copy may keep with results for the relevant period.</i>	<i>(Where printed from electronic copy) To be immediately provided to head of department as records owner.</i>	<i>Confidential destruction.</i>
<b>Moderation return logs</b> <i>Logs recording moderation returns received.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Overnight supervision information</b> <i>The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP) for signing by the candidate, the supervisor and the head of centre. Any hard copy information relating to overnight supervision arrangements. Reports submitted online via CAP.</i>	<i>Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested... (Reference ICE 8)</i>	<i>Confidential destruction.</i>
<b>Post-results services: confirmation of candidate consent information</b> <i>Hard copy or email record of required candidate consent.</i>	<i>Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. (Reference PRS 4, plus appendix A and B)</i>	<i>Confidential destruction.</i>

<b>Record and description</b>	<b>Retention information / period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Post-results services: request/outcome information</b> Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for at least six months following the outcome of the enquiry or any subsequent appeal.	Confidential destruction.
<b>Post-results services: tracking logs</b> Logs tracking to resolution all post-results service requests submitted to awarding bodies.	Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction.
<b>Private candidate information</b> Any hard copy information relating to private candidates' entries.	Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction.
<b>Proof of postage - candidates' work</b> Proof of postage of sample of candidates' work submitted to awarding body moderators. Proof of postage of candidates' scripts to awarding body examiners/markers.	Centres not involved in the secure despatch of exam scripts service... must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)... (Reference ICE 29)	Confidential destruction.
<b>Resolving timetable clashes</b> Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers.	Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction.
<b>Results information</b> Broadsheets of public examination results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential destruction.

<b>Record and description</b>	<b>Retention information / period</b>	<b>Action at end of retention period (method of disposal)</b>
<b>Seating plans</b> <i>Plans showing the seating arrangements of all candidates for every exam taken.</i>	<i>Keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later... (Reference ICE 12)</i>	<i>Confidential destruction.</i>
<b>Second pair of eyes check forms</b> <i>Record logs of the second pair of eyes checks within the secure store.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Special consideration information</b> <i>Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and signed evidence produced by a senior leader in support of the application.</i>	<i>All applications must be supported by signed evidence produced by a member of the senior leadership team. The centre must retain this evidence until after the publication of results. (Reference SC 6)</i>	<i>Confidential destruction.</i>
<b>Suspected malpractice reports/outcomes</b> <i>Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.</i>	<i>To be kept until at least the resolution of malpractice investigation for the exam series.</i>	<i>Confidential destruction.</i>
<b>Transferred candidate arrangements</b> <i>Any documentation relating to the transfer of a candidate to / from our centres.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>
<b>Very late arrival reports/outcomes</b> <i>Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>

Record and description	Retention information / period	Action at end of retention period (method of disposal)
<b>Any other records/documentation/materials</b> <i>Any exams related documentation not referenced above.</i>	<i>Until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i>	<i>Confidential destruction.</i>



**Amendments to the Exams archiving policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Lockdown policy (Exams)**

## **Purpose of the policy**

This policy details the measures taken at The Arnewood School in the event of a centre lockdown during the conducting of examinations.

Staff engaged directly with the conducting of examinations (e.g. exams officer, exams officer assistant, invigilators, facilitators of access arrangements, etc.) should be instructed to refer to the full policy.

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

A lockdown may be required in the following situations (this is not an exhaustive list):

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- an internal threat from a student
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

The Arnewood School has devised lockdown procedures during the conducting of examinations after consulting ProtectUK and the Department for Education's School and college security guidance.

In the event of a lockdown during an examination the focus before, during and after an exam will be:

- training staff engaged/involved in the conducting of examinations
- how to achieve an effective lockdown · implementing RUN HIDE TELL principles
- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- how to let people know what's happening
- maintaining the integrity and security of the examinations/assessments process

## **Roles and responsibilities**

### **Head of centre**

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due to it being in lockdown
- To ensure that all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the exam room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use
- To inform the relevant emergency services immediately in the case of any potential threat to the safety of exams staff and candidates

### **Senior leadership team (SLT)**

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session

- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for
- Exams officer
- To train invigilators in the centre's lockdown procedure - this should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- To assist with lockdown training for staff and students where applicable to the conducting of examinations

#### **Invigilators**

- To be aware of the centre's lockdown procedure
- To quickly and physically secure access/egress points
- To be aware of an effective communication system to inform authorities of the situation
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

#### **Lockdown procedure**

##### **Before an examination**

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will:
  - lock all windows and close all curtains/blinds
  - switch off all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
  - take an attendance register/head count if possible
  - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
  - where safe/possible, not leave the examination question papers unattended/out of sight
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

##### **During an examination**

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:

- tell candidates to stop writing immediately and close their answer booklets
- collect the attendance register
- make a note of time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- Where safe/possible, the exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

#### **After an examination**

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

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

#### **Ending a lockdown**

The lockdown will be ended by either:

- the sound of a defined alarm, or

- the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination

Invigilators will then:

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

The exams officer will:

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

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

Where applicable/possible/available, SLT/exams officer will:

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

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

Where possible, exams staff and candidates will be invited to attend an assembly led by the head of centre to discuss the lockdown and offer ongoing support

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

**Amendments to the Lockdown policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Special consideration policy (Exams)**



## Introduction

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. (SC 1)

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

## Purpose of the procedure

The purpose of this procedure is to identify roles and responsibilities within the special consideration process and confirms The Arnewood School will submit an application for special consideration where a candidate meets the published criteria. (GR 5.9)

## Eligibility for special consideration

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

## Roles and Responsibilities

### The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication A guide to the special consideration process
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer The role of the exams office/officer
- Refer to the criteria detailed in the JCQ publication A guide to the special consideration process to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body The role of the senior leader
- Sign appropriate evidence to support all eligible applications (SC 6)

### The role of other staff

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

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

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

## Applying for special consideration

At The Arnewood School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication *A guide to the special consideration process*.

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

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

- A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
  - the candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 7.4)
  - special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)
- Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing (SC 2.3)

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

- If a candidate is absent for acceptable reasons, and The Arnewood School is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)
- For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC 4)

### Other issues

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

This may include, for example:

- Other certification (SC 5)
- Coursework/non-examination assessment extensions (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates taking an incorrect or defective question paper (SC 5)
- Candidates undertaking the wrong controlled assessment or non-examination assessment assignment (SC 5)

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in a vocational qualification, The Arnewood School will follow *A guide to special consideration* (section 7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

## **Processing applications for special consideration**

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

- Ensure all eligible applications are supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

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

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

## **Submitting applications for special consideration**

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

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

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

### **Timetabled written examinations**

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 10 Application for special consideration will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For cases involving groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- Form 14 Self certification form (Self certification for candidates who have missed an examination) will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill Internally assessed work
- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body

- Where a short extension to a work submission deadline for an individual candidate is being requested, the awarding body will be contacted directly
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted online or by completing form 10, dependent on the awarding body Post-assessment adjustments - vocational qualifications
- Where the learner's circumstances are eligible, form 10 or form VQ/SC Application for special consideration Vocational qualifications will be completed and submitted to the awarding body

### **Late applications**

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

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

**Amendments to the Special Consideration policy (Exams):**

Date of modification	By whom	Details of modification

# **The Arnewood School Exam Policy: Student arriving mid year policy (Exams)**

**Purpose of the policy:**

Students can arrive at The Arnewood School mid year. This policy describes how we manage the integration of students onto the course.

**Selection of qualifications to study:**

- Where possible, students who arrive at the school mid year will be expected to continue with the closest matching qualification.
- Teachers will review the units taught to the student prior to them joining The Arnewood School and arrange appropriate activities for the student to catch up with missed learning.
- Where there is not the availability of similar qualifications, we will review the appropriateness of the student commencing a new course of study or reducing the student's curriculum offer.

**Non examinable assessments (NEAs)**

Students may arrive at the school having completed a number of units of assessment for a particular qualification. Where we are able to offer both the qualification and exam board the student studied prior to joining The Arnewood School we will:

- Contact the Examination board to request the assessments are transferred to The Arnewood School.
- Where NEAs are missing we will expect students to complete the NEA in school.
- Where students have completed NEA work but this has not been submitted to the Examination board we will not be able to accept it due to uncertainty of the conditions it was completed and the authenticity of it being student work. We will support the student in restarting the assessment for submission to the examination board.

Amendments to the Student arriving mid year policy (Exams):

Date of modification	By whom	Details of modification



# **The Arnewood School Exam Policy: Artificial Intelligence (Exams)**

## Purpose

- This policy aims to ensure the integrity and fairness of examinations by regulating the use of Artificial Intelligence (AI) tools and technologies.
- Please note that this policy has directly referenced content from the JCQ document *AI Use in Assessments Feb 24* ([AI-Use-in-Assessments\\_Feb24\\_v6.pdf](#))

## Scope

- This policy applies to all students, teachers, and staff involved in the examination process at Arnewood School.

## Definitions

- **Artificial Intelligence (AI):**
  - AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.
  - While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are evolving quickly but there are still limitations to their use, such as producing inaccurate or inappropriate content.
  - AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:
    - Answering questions
      - Analysing, improving, and summarising text
      - Authoring essays, articles, fiction, and non-fiction
      - Writing computer code
      - Translating text from one language to another
      - Generating new ideas, prompts, or suggestions for a given topic or theme
      - Generating text with specific attributes, such as tone, sentiment, or formality
    - AI chatbots currently available include:
      - ChatGPT (<https://chat.openai.com/auth/login>)
      - Jenni AI (<https://jenni.ai>)
      - Jasper AI (<https://www.jasper.ai/>)
      - Writesonic (<https://writesonic.com/chat/>)
      - Bloomai (<https://huggingface.co/bigscience/bloom>)
      - Gemini (<https://gemini.google.com/>)
      - Claude (<https://claude.ai/>)
    - There are also AI tools which can be used to generate images, such as:
      - Midjourney (<https://midjourney.com/showcase/top/>)
      - Stable Diffusion (<https://stablediffusionweb.com/>)
      - Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)
    - There are also AI tools which can be used to generate music. These include:
      - Soundraw (<https://soundraw.io/>)
      - wavtool (<https://wavtool.com/>)

- Musicfy (<https://create.musicfy.lol/>)
- The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.
- **Exams:** Any formal assessment, including written tests, practical exams, and coursework.

### What is AI Misuse?

- Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.
  - AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
    - Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
    - Copying or paraphrasing whole responses of AI-generated content
    - Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
    - Failing to acknowledge use of AI tools when they have been used as a source of information
    - Incomplete or poor acknowledgement of AI tools
    - Submitting work with intentionally incomplete or misleading references or bibliographies.
  - AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

### General Principles

- AI tools must not be used during exams unless explicitly permitted by the exam guidelines.
- The use of AI in coursework must be clearly acknowledged and referenced.

### Prohibited Use of AI

- **During Exams:** The use of AI tools during exams is strictly prohibited. This includes, but is not limited to, AI chatbots, text generators, and problem-solving applications.
- **Plagiarism and Malpractice:** Any use of AI that results in plagiarism or other forms of academic dishonesty will be considered malpractice and will be subject to disciplinary action.

### Permitted Use of AI and Communication with students

- **Classwork:** Students may use AI tools for research and drafting purposes in classwork, provided they:
  - Clearly acknowledge and reference the use of AI.
  - Understand that any content generated by AI does not demonstrate the student's understanding and will therefore not be awarded marks.

We recommend that students **do not use AI tools for classwork**.

- **Supervised and Coursework Work:** Teachers may allow the use of AI tools in supervised settings to enhance learning, provided the use is transparent and properly documented.
- **The details of the acceptable use of AI:**
  - This is communicated to students via an examinations booklet distributed at the beginning of a qualification. It details
    - the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and the risks of malpractice;
    - clear guidance on how students should reference appropriately (including websites);
    - clear guidance on how students should acknowledge any use of AI to avoid misuse;
    - the significance of a student's (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject;
    - that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice
  - This is communicated to teaching staff via the school policy and the staff handbook on exams.

### Acknowledging AI Use

- It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.
- In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.
- 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/>), 25/01/2024.
  - 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.
    - This must be submitted with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used.
    - Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor should report this to the examinations officer or the SLT Exams lead.

## Preventing AI misuse in assessments

- To prevent misuse, education and awareness of staff and students is likely to be key. Here are some actions which should be taken (many of these will already be in place in centres as these are not new requirements):
  - Students are reminded that they should not use AI for assessments where possible, but where relevant the use of AI must be referenced;
  - Teaching staff should set reasonable deadlines for submission of work and providing reminders;
  - Where appropriate, staff to allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
  - Teaching staff should examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
  - Teaching staff should introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;
  - Teaching staff should consider whether it is appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
  - Teaching staff should not accept, without further investigation, work which they suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.

## Identifying AI misuse

- Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. Strategies to do this include:
  - Comparison with previous work
    - When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:
      - Spelling and punctuation
      - Grammatical usage
      - Writing style and tone
      - Vocabulary
      - Complexity and coherency
      - General understanding and working level
      - The mode of production (i.e. whether handwritten or word-processed)
    - Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.
  - Automated detection
    - AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who tend to use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI, for example:

- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/ai-writing/ai-detector/>)
- Copyleaks (<https://copyleaks.com/ai-content-detector>)
- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)
- These can be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve.
- In instances where misuse of AI is suspected it can be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work.
- The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns. Teaching staff will know their students best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence considered.
- Potential indicators of AI misuse
  - If the following are seen in student work, it may be an indication that the student has misused AI:
    - A default use of American spelling, currency, terms and other localisations\*
    - A default use of language or vocabulary which might not accord with the qualification level\*
    - A lack of direct quotations and/or use of references where these are required/expected~
    - Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
    - A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
    - Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
    - A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
    - A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
    - A lack of graphs/data tables/visual aids where these would normally be expected
    - A lack of specific local or topical knowledge
    - Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
    - The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
    - The submission of student work in a typed format, where their normal output is handwritten
    - The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit

- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
  - Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.
- \*Please be aware, though, that AI tools can be instructed to employ different languages, registers and levels of proficiency when generating content.  
~However, some AI tools will produce quotations and references.

### Responsibilities

- **Students:** Must adhere to this policy and ensure that any use of AI is appropriately referenced and does not constitute malpractice.
- **Teachers:** Must monitor the use of AI in coursework and provide guidance on proper referencing and academic integrity. Teachers must not use AI tools to mark student work that forms part of a qualification assessment.
- **Examination Officers:** Must ensure that exam conditions prevent the use of AI tools and investigate any suspected misuse.

### Consequences of Misuse

- **Disciplinary Action:** Any student found to be using AI tools inappropriately will face disciplinary action, which may include disqualification from the exam, suspension, or other penalties as deemed appropriate by the school administration. Further details can be found in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).
- **Review and Appeals:** Students have the right to appeal any disciplinary action through the school's established appeals process.

### Review of Policy

- This policy will be reviewed annually to ensure it remains relevant and effective in addressing the challenges posed by emerging AI technologies.

**Amendments to the Artificial Intelligence policy (Exams):**

Date of modification	By whom	Details of modification
27/04/2025	JHN	Included sections on what AI use is; What AI misuse is; Reporting appropriate AI use to students, parents/carers and staff; How AI is acknowledged; How to prevent AI misuse and How to identify AI misuse.



