



Dame Alice Owen's School

The Dame Alice Owen Foundation - 1613

Examinations Policy

1. Purpose of the policy

Dame Alice Owen's School is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- all aspects of the centre exam process is documented and other relevant exams-related policies, procedures and plans are signposted, thus minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute
- exam candidates understand the exams process and what is expected of them

This policy will be 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.

Exams Officer: Leigh Carpenter

Head of Centre: Hannah Nemko

This policy will be communicated to all relevant centre staff.

All staff will be advised how to access an electronic copy prior to the main exam period in early May each year.

2. ROLES AND RESPONSIBILITIES OVERVIEW

Head of Centre

The Head of Centre will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>

The Head of Centre will ensure:

- the National Centre Number Register (NCNR) annual update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- the exams officer (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
- centre staff are supported and appropriately trained to undertake key tasks within the exams process
- centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- security within the examination process is managed as per JCQ and awarding body regulations, guidance and instructions
- risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place
- that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, **is not an invigilator during the examination or on-screen test**

Exams Officer (EO)

The EO will:

- be familiar with the contents of annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/malpractice>
 - <http://www.jcq.org.uk/exams-office/post-results-services>
- be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ensure key tasks are undertaken and key dates and deadlines met
- recruit, train and deploy a team of internal/external invigilators; appoint lead invigilators, as required

Senior Leadership Team (SLT):

- will be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:

- <http://www.jcq.org.uk/exams-office/general-regulations>
- <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- <http://www.jcq.org.uk/exams-office/malpractice>

Special Educational Needs Co-ordinator (SENCo)/specialist teacher:

- will be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- will lead on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- will present when requested by a JCQ inspector, evidence of the specialist assessor’s qualification

Heads of Department (HoDs):

- will 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
- will ensure teaching staff keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will ensure teaching staff attend relevant awarding body training and update events

Teaching staff:

- will undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- will keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will attend relevant awarding body training and update events

Invigilators:

- will attend training, update, briefing and review sessions as required
- will provide information as requested on their availability to invigilate
- will sign a confidentiality and security agreement
- will be required to apply for DBS clearance

Reception staff:

- will support the EO in dealing with exam-related deliveries and dispatches with due regard to security at all times

Site staff:

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

Candidates

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

THE EXAM CYCLE

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

- a) Planning
- b) Entries
- c) Pre-exams
- d) Exam time
- e) Results and post-results

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

a) Planning

Information sharing

The Head of Centre will:

- direct relevant centre staff to annually updated JCQ publications referred to in Section 2

The EO will:

- inform relevant centre staff of JCQ and awarding body documentation relating to the exam process that has been updated
- signpost relevant centre staff to information that should be provided to candidates
- as the centre administrator, approve relevant access rights for centre staff using awarding body secure extranet sites

Information gathering

The EO will:

- undertake 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
- collate all data into one central point of reference
- research awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all qualifications
- produce an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; inform key centre staff of internal deadlines
- collect information on Y11 and Y13 exams to enable preparation for and conduct of these mock examinations

HoDs will:

- 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
- familiarise themselves and their staff with the annual exams plan of internal deadlines
- Access arrangements**

The SENCo will:

- assess affected candidates (or work with the appointed specialist assessor) to identify access arrangements requirements thereby ensuring that candidates with a learning difficulty are appropriately assessed
- gather **evidence of need** to support access arrangements
- liaise with teaching staff to gather evidence of **normal way of working**
- gather signed **data protection notices** from candidates where required
- apply for **approval** through Access arrangements online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- keep relevant evidence on file for JCQ inspection purposes
- liaise with the EO regarding exam time arrangements for access arrangement candidates
- ensure staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- provide and review a centre policy on the **use of word processors** in exams and assessments

SLT, HoDs, Teaching staff will:

- support the SENCo in determining and implementing appropriate access arrangements

Separate invigilation within the centre

- A candidate may only take their examinations under separate invigilation within the centre where **he/she has an established difficulty**, as set out in the JCQ publication *Access Arrangements and Reasonable Adjustments*.
- Any candidate suffering from an infectious or contagious disease must take the examination in a separate room in which all instructions for conducting examinations can be applied. The candidate's script must be kept separate from other scripts and despatched according to advice from the awarding body.

Internal assessment

The Head of Centre will ensure:

- an **internal appeals procedure** is in place for a candidate (or parent/carer) to appeal against an internal assessment decision
- a policy for the **management of non-examination assessments** is in place, identifying staff responsibilities and examining potential risks
- irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

SLT will ensure:

- teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set, conduct, mark and authenticate candidates' work
- a process of internal moderation and standardisation is in place

HoDs will ensure:

- teaching staff delivering GCSE, Entry Level, GCE or Project qualifications follow instructions for conducting or non-examination assessments <https://www.jcq.org.uk/exams-office/non-examination-assessments> and subject-specific information where provided by the awarding body
- for other qualifications, teaching staff follow appropriate instructions issued by the awarding body

Teaching staff will ensure:

- appropriate instructions for conducting internal assessment are followed
- candidates are aware of JCQ or awarding body information for candidates on producing work that is internally assessed

Invigilation

The EO will:

- provide an annual training event for new invigilators and an update event for invigilators in the conduct of exams
- ensure invigilators supervising access arrangement candidates understand their role (and the role of a role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)

b) Entries

The term 'entries' is used to describe entry/registration information for internally and externally assessed components, and certification of qualifications against which a result will be reported.

Estimated entries collection and submission procedure

The EO will:

- request estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- submit estimated entries to awarding bodies by method stipulated by the awarding body

HoDs will:

- provide information requested by the EO to the internal deadline
- inform the EO immediately of any subsequent changes to information

Final entries collection and submission procedure

The EO will:

- request final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- inform HoDs of subsequent deadlines for making changes to final entry information without charge
- confirm with HoDs final entry information that has been submitted to awarding bodies
- ensure as far as possible that entry processes minimise the risk of entries or registrations being missed and reduce the potential for late or other penalty fees being charged by awarding bodies

HoDs will:

- 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 confirm information is correct

Entry fees

- Initial entry exam fees are paid by the centre.
- Late entry or amendment fees may be charged to the candidates.
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.
- Reimbursement may be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.
- Resit fees for first and any subsequent retakes are paid by the candidates.
- Candidates must pay the fee for an enquiry about a result

Late entries

The EO will:

- have clear entry procedures in place to minimise the risk of late entries

HODs will:

- minimise the risk of late entries by following procedures identified by the EO in relation to making final entries on time

Candidate statements of entry

The EO will:

- provide candidates with statements of entry for checking

Teaching staff will:

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

Candidates (or parents/carers) will:

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

c) Pre-exams

Access arrangements

The SENCo will:

- allocate centre staff to facilitate access arrangements for candidates in exams and assessments
- ensure candidates are informed of the access arrangements that are in place for their exams and assessments

Briefing candidates

Before exams the EO will:

- issue individual exam timetable information to candidates
- issue relevant JCQ information for candidates
- where relevant, issue awarding body information to candidates
- issue centre exam information to candidates which will include information on:
 - exam clashes
 - arriving late for an exam

- absence or illness during exams
- what equipment is/is not provided by the centre
- when results and certificates will be issued
- the post-results services and how the centre will deal with candidates' access to scripts, enquiries about results and appeals to the awarding bodies

Dispatch of exam scripts

The EO will

- identify and confirm arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service
- dispatch scripts as instructed by JCQ and awarding bodies
- keep appropriate records to track dispatch

Internal assessment

HoDs will ensure:

- teaching staff provide marks for internally assessed components of qualifications to the EO to the internal deadline
- teaching staff authenticate candidates' work as per awarding body requirements
- teaching staff provide required samples of work for moderation to the EO to the internal deadline

The EO will:

- submit marks and samples to awarding bodies/moderators to meet the external deadline
- keep a record to track what has been sent
- log moderated work returned to the centre
- ensure teaching staff are aware of the guidelines in terms of retention and subsequent disposal of candidates' work

Candidates will:

- authenticate their work as required by the awarding body

Invigilation

The EO will:

- provide an invigilation handbook and brief invigilators accordingly
- deploy invigilators effectively to exam rooms throughout an exam series
- allocate invigilators to exam rooms as per the required ratios
- liaise with the SENCo regarding the facilitation and invigilation of access arrangement candidates

The SENCo will:

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

Invigilators will:

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

JCQ inspection visit

A member of SLT or the EO will

- be prepared to accompany the Inspector **throughout** the course of his or her centre visit, including inspection of the centre's secure storage facility

Seating and identifying candidates in exam rooms

The centre's procedure for verifying candidate is as follows:

- A member of the pastoral team will be present at the start of the exam to verify the identity of candidates.
- Photos of students will be available in the examination room for invigilators to identify any late arrivals.
- In cases 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. Candidates will be informed in advance of this procedure and well before their first examination. Once identification has been established, the candidate will replace, for example, their veil and proceed as normal to sit the examination.
- A private, external or transferred candidate who is not known to the school or college will be asked to show photographic documentary evidence to prove that he/she is the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence.

The EO will:

- ensure a procedure is in place to verify candidate identity
- ensure that invigilators are aware of the procedure
- provide seating plans for exam rooms as per JCQ and awarding body requirements

Invigilators will:

- follow the procedure for verifying candidate identity provided by the EO
- seat candidates in exam rooms as instructed by the EO/in the seating plan

Security of exam materials

The EO will:

- Confirm appropriate arrangements are in place to ensure that confidential materials are only delivered to those authorised by the head of centre.
- Have 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
- Ensures the secure storage facility contains only current and live confidential material
- 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)

Reception staff will:

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

Teaching staff will:

- 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

The EO will:

- produce a master centre exam timetable for each exam series
- identify and resolve candidate exam clashes according to the JCQ regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)
- identify exam rooms and specialist equipment requirements
- allocate invigilators to exam rooms as per the required ratios
- liaise with site staff to ensure exam rooms are set up as per JCQ and awarding body requirements
- liaise with the SENCo regarding rooming of access arrangement candidates

The SENCo will:

- liaise with the EO regarding rooming of access arrangement candidates

Site staff will:

- liaise with the EO to ensure exam rooms are set up as per JCQ and awarding body requirements

Overnight supervision arrangements

The EO will:

- liaise with any candidate whose exams total more than 5 hours 30 minutes in one day for GCSE, or 6 hours in one day for A level, to discuss options for taking their exams in accordance with JCQ regulations
- only make an arrangement to move a candidate's exam to the next day as a last resort and once all other options have been exhausted
- ensure that any candidate having an overnight supervision arrangement does not have advance warning of the content of the exam deferred until the following morning
- ensure that the regulations for overnight supervision are explained to the candidate and the person supervising them and that they sign to acknowledge that they agree to them

Transferred candidate arrangements

The EO will:

- liaise with the host or entering centre, as required
- process requests to the awarding body deadline
- where relevant (for an internal candidate) inform the candidate of the arrangements that have been made for their transferred candidate arrangements

d) Exam time

Access arrangements

The EO will:

- provide cover sheets for access arrangement candidates' scripts where required for particular access arrangements
- have a process in place to deal with emergency access arrangements as they arise at the time of exams
- apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

- candidates absent from an examination will be contacted by a member of the Office, Pastoral Team or EO
- any persistent absentees will be dealt with by the Pastoral Team

Invigilators will:

- be 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 will:

- be charged relevant entry fees for unauthorised absence from exams

Candidate late arrival

- candidates late for an examination will be contacted by a member of the Office, Pastoral Team or EO.
- any candidates who are persistently late will be dealt with by the Pastoral Team

The EO will:

- ensure that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place
- warn candidates that their work may not be accepted by the awarding body

Invigilators will:

- be 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

Conducting exams

The Head of Centre will:

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

The EO will:

- ensure exams are conducted as per JCQ and awarding body instructions

Exam papers and materials

The EO will:

- organise exam question papers and associated confidential resources in date order in secure storage
- attach erratum notices received to relevant exam question paper packets
- collate attendance registers and examiner details in date order
- regularly check mail or inbox for updates from awarding bodies

Exam rooms

The Head of Centre will:

- ensure only approved centre staff are present in exam rooms
- ensure that information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

Food and drink in exam rooms:

- candidates are allowed to bring a bottle of water (with label removed) into the exam room
- no food is allowed unless a candidate has a particular medical requirement

The EO will:

- ensure exam rooms are set up as required in the regulations
- provide invigilators with appropriate resources to effectively conduct exams
- ensure sole invigilators have an appropriate means of summoning assistance
- ensure invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- provide authorised exam materials which candidates are not expected to provide themselves
- brief invigilators on exams to be conducted on a session by session basis
- ensure invigilators and candidates are aware of the emergency evacuation procedure

SLT will:

- ensure a documented emergency evacuation procedure is in place

Site staff will:

- 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 will:

- conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates will:

- be required to remain in the exam room for the full duration of the exam

Irregularities and Malpractice

The Head of Centre will:

- ensure any cases of suspected malpractice (by centre staff, candidates, invigilators) are investigated and reported to the awarding body as required

Managing behaviour

SLT will:

- 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

The EO will:

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

Invigilators will:

- 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, disruption or disturbance in the exam room, emergency evacuation)

Special consideration

The EO will:

- process appropriate requests for special consideration to awarding bodies
- gather evidence which may need to be provided by other staff in centre or candidates
- submit to awarding bodies to the external deadline

Candidates will:

- provide appropriate evidence to support special consideration requests, where required

Unauthorised materials

- any unauthorised material that has been taken into the examination room will be collected by invigilators prior to the start of the exam and placed in a suitable area of the examination room
- any unauthorised material discovered during the exam will be dealt with according to the regulations
- invigilators will be informed of the arrangements through training

e) Results and post-results

Internal assessment

HoDs will ensure:

- 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
- work is returned to candidates or disposed of according to the requirements

Managing results day(s)

SLT will:

- identify centre staff who will be involved in the main summer results day(s) and their role

Site staff will:

- ensure the centre is open and accessible to centre staff and candidates, as required

Accessing results

The EO will:

- inform candidates in advance of when and how results will be released to them
- access results from awarding bodies under restricted release of results, where this is provided by the awarding body
- resolve any missing or incomplete results with awarding bodies
- issue statements of results to candidates on publication of results
- provide summaries of results for relevant centre staff on publication of results

Post-results services

The centre will provide to all candidates (including private candidates) before the start of their examinations:

- information on the services provided by awarding bodies
- information about the availability of senior members of centre staff immediately after the publication of results
- internal deadlines for requesting the services to ensure the external deadlines can be effectively met

The EO will:

- provide information to candidates and staff on the services provided by awarding bodies and the fees charged
- publish internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- provide a process to record requests for services and collect candidate informed consent and fees
- submit requests to awarding bodies to meet the external deadline
- track requests to conclusion and inform candidates and relevant centre staff of outcomes
- update centre results information, where applicable

The Head of Centre will:

- ensure an **internal appeals procedure** is available where candidates disagree with the centre decision:
 - not to support an enquiry about results
 - not to appeal against the outcome of an enquiry about results

Teaching staff will:

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

Candidates will:

- meet internal deadlines to request the services
- provide informed consent and fees, where relevant

Analysis of results

Following the publication of results, the EO will:

- provide analysis of results from SIMS Examinations to appropriate centre staff
- undertake the Key Stage 4/16-18 Performance Tables checking exercise

The Deputy Head Progress will:

- provide results information to external organisations where required

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. The process for issuing certificates to candidates is:

Issue of certificates

- the EO will make suitable arrangements to issue certificates to candidates who are still in school
- candidates who have left school will be asked to collect their certificates from school or nominate someone to collect them on their behalf
- certificates must be signed for on collection
- 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

Retention of certificates policy

- Any unclaimed certificates will be kept securely for 7 years and disposed of in a confidential manner.

Retention of records

The EO will:

- keep records as required by JCQ and awarding bodies for the required period
- keep records as required by the centre's records management policy
- provide an exam archiving policy that identifies information held, retention period and method of disposal

The following policies are attached as appendices:

Internal appeals procedure

DAOS Internal Appeals Procedure is included as Appendix A at the end of this document

Word processor policy

DAOS Word Processing Policy is included as Appendix B at the end of this document

Non Examination Assessment policy

DAOS Non Examination Assessment Policy is included as Appendix C

Emergency evacuation procedure

DAOS emergency evacuation procedure is included as Appendix D at the end of this document

Disability policy (exams)

DAOS disability policy (exams) is included as Appendix E at the end of this document

Special consideration policy

DAOS special consideration policy (exams) is included as Appendix F at the end of this document

Complaints and appeals policy

DAOS complaints and appeals policy is included as Appendix G at the end of this document

Access arrangements policy

DAOS access arrangements policy is included as Appendix H at the end of this document

Exams archiving policy

DAOS exams archiving policy is included as Appendix I at the end of this document

Exam contingency plan

DAOS Exam Contingency Policy is included as Appendix J at the end of this document

Exams whistleblowing policy

DAOS Exams Whistleblowing Policy is included as Appendix K at the end of this document

The following policies are available on the School website:

Safeguarding and Child Protection Policy

SEND (Special Educational Needs and Disabilities) Policy (Equalities Policy)

Accessibility Policy and Plan

Safer Recruitment Policy

Data Protection & GDPR Policy

The Business Continuity Plan is available electronically via Head of Centre or Facilities Manager



Dame Alice Owen's School

The Dame Alice Owen Foundation - 1613

Internal appeals procedures

These procedures are reviewed annually to ensure compliance with current regulations

Approved/reviewed by

H Nemko, Head of Centre

Date of next review - Autumn Term 2025

1. Appeals procedure against internal assessment decisions (centre assessed marks)

This procedure confirms Dame Alice Owen's School's compliance with JCQ's General Regulations for Approved Centres, section 5.7 that the centre has in place *"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"* and that the centre *"will inform candidates of their centre assessed marks" as a candidate can request a review of the centre's marking before marks are submitted to the awarding body.*

Certain GCSE and GCE and other qualifications contain components of non-examination assessment that contribute to the final grade of the qualification and are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Dame Alice Owen's School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the regulations and awarding body's specification and subject-specific associated documents. Dame Alice Owen's School ensures that all centre staff follow a robust non-examination assessment policy (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE and Project qualifications including the marking and 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 by the awarding body in this activity. Dame Alice Owen's School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

The candidate will need to look carefully at the mark scheme used to assess their work and identify which area of the mark scheme they feel has not been properly applied together with the reason why they feel they should be awarded a higher mark. These comments must be recorded on the NEA mark review form (Appendix 1 of this policy) which must be completed in full and handed in within the timeframe specified below along with the appropriate remittance.

Dame Alice Owen's 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. **Candidates may request copies of materials to assist them in considering whether to request a review of the centre's marking and if they proceed, 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.**
2. Ensure that candidates who request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking, receive these copies promptly. **Candidates may request these materials within 3 calendar days of being given their marks**

and can expect to receive them within 3 school days from receipt of request. Candidates will not be allowed access to original assessment material unless supervised.

3. Provide a clear deadline for candidates to submit a request for a review of the centre's marking. This deadline will allow candidates sufficient time to review copies of materials and reach a decision as to whether to request a review of marking or not. **Requests must be made in writing within 5 calendar days of receiving copies of the requested materials by completing the NEA mark review form (Appendix 1 of this policy) and emailing it to examsupport@damealiceowens.herts.sch.uk. Requests will not be accepted after this deadline.**
4. Ask for a £50 administration fee payable via WisePay at the time of submitting the NEA mark review form. The purpose of this is to cover the staff and administration costs associated with the process. The charge is in line with the charges made by awarding bodies for post-results services. If an NEA mark is adjusted as a result of the review, the candidate will be refunded any money they have paid. The school will make provision to ensure that Pupil Premium students (and those KS5 students experiencing severe financial hardship) are able to request NEA reviews without payment.
5. Allow 10 school days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
6. 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's work being reviewed and has no personal interest in the review.
7. Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
8. 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 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.

An internal review of marking may lead to the mark submitted to the awarding body being moved **up** or **down**. The moderation process carried out by the awarding body may also 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**. 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 always be considered provisional.

2. Appeals against the centre's decision not to support an application for a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms Dame Alice Owen's School's compliance with JCQ's General Regulations for Approved Centres, section 5.13 that the centre has in place *"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 to candidates/parents and carers by the exams officer before results are issued. Candidates are also informed of the accessibility of senior members of centre staff immediately after the publication of results.

If the centre or a candidate (or their parent/carers) has a concern and believes a result may not be accurate, a post-results service may be requested.

The JCQ post-results services currently available are:

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 GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation)
This service is not available to an individual candidate

Access to Scripts (ATS):

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

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a post-results service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected after the publication of results.

The post-results service may be requested by centre staff or candidates (or their parents/carers). If a service is requested by a candidate about a particular examination result, the candidate will be expected to pay the appropriate fee and the request will be made to the awarding body by the centre on the candidate's behalf.

Where the centre does not support the request from a candidate and the candidate (or their parent/carers) believes there are grounds to appeal against the centre's decision, **an appeal can be submitted to the centre using the Post-results services review form (Appendix 2 of this policy) at least one week prior to the internal deadline for submitting a post-results service request. The completed form must be emailed to examsupport@damealiceowens.herts.sch.uk by this deadline. Appeals will not be accepted after this deadline.**

The candidate will be informed of the outcome of their appeal before the internal deadline for submitting a

post-results service request.

Procedure following the outcome of a post-results service request

Where the head of centre remains dissatisfied after receiving the outcome of a post-results service, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and the JCQ *Appeals booklet* <http://www.jcq.org.uk/exams-office/appeals>.

Where the head of centre is satisfied after receiving the outcome of a post-results service, but the candidate and/or their parent/carer is not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an 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 Post-results service review form (Appendix 2 of this policy) should be completed and emailed to examsupport@damealiceowens.herts.sch.uk within 10 calendar days of the notification of the outcome of the post-results service. Representations will not be accepted after this deadline. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 30 calendar days of the awarding body issuing the outcome. Awarding body fees which may be charged for the appeal must be paid by the candidate on submission of the Post-results service review form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the candidate by the centre.

NEA mark review form**FOR CENTRE USE ONLY**

Date received

Reference no.

Please complete all white boxes on the form below

Name of student:

Form:

Candidate no:

Full title of the piece of work for which you want a review of the mark:

.....

Subject area for which this work was produced:

.....

Please explain why you feel a review of the mark is needed. You should refer to the mark scheme and your work as you do this. You should explain what aspects of the markscheme you feel have not been accurately applied with examples from your work to evidence this. (Please use additional pages as necessary.)

.....

.....

.....

.....

.....

I understand that the mark for my work may remain the same, or may go up **or down** as a result of this review. I understand that I shall have to accept the mark I am given as a result of the review process.

Signature of student:

Date:

Within 5 calendar days of receiving copies of the requested materials:

- ***This completed form must be signed, dated and emailed to examsupport@damealiceowens.herts.sch.uk.***
- ***Payment of £50 must be made via WisePay - the item is located in the school shop with categories under Exams.***

Requests for reviews will not be accepted unless this form AND £50 are received on time.

Post-results services review form

Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Please complete all white boxes on the form below

FOR CENTRE USE ONLY

Date received

Reference no.

Name of candidate		Candidate no.	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal here:

Candidate signature:

Date of signature:

By the relevant deadline set out on pages 4-5 of the internal appeals procedures policy:

- ***This form must be signed, dated and emailed to examssupport@damealiceowens.herts.sch.uk.***

Requests for reviews will not be accepted unless this form is received on time.

Further guidance to inform and implement appeals

JCQ

- 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
<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>

Ofqual

- 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>

**Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613**



Word processor policy (exams)

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs Hannah Nemko	
Date of next review	

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Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments* and ICE to JCQ *Instructions for conducting examinations*.

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.

Criteria for awarding and allocating word processors

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she 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.

Exceptions might include where a candidate has, for example:

- ▶ 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
- ▶ poor handwriting to the degree that it is illegible.

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the SENCo and Exams Team in liaison with the IT department. 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 published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7.4 of the JCQ Instructions for Conducting Exams.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

Dame Alice Owens School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows: (AA 4.2.1)

- ▶ Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- ▶ The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- ▶ The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- ▶ Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- ▶ The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- ▶ Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- ▶ The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - ▶ in the classroom (where appropriate); or
 - ▶ working in small groups for reading and/or writing; or
 - ▶ literacy support lessons; or
 - ▶ literacy intervention strategies; and/or
 - ▶ in internal school tests/examinations
 - ▶ mock examinations

The only exceptions to the above would be 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.

The use of a word processor

Dame Alice Owens School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- ▶ Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- ▶ Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- ▶ Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand) (The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

- ▶ Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)

- ▶ Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and hand write shorter answers
- ▶ Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- ▶ In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- ▶ Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

Dame Alice Owens School complies with ICE 8.8 *Word processors* instructions by ensuring:

- ▶ word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- ▶ word processors have been cleared of any previously stored data, as must any portable storage medium used
- ▶ an unauthorised memory stick is not permitted for use by a candidate
- ▶ where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- ▶ word processors are in good working order at the time of the examination
- ▶ word processors are accommodated in such a way that other candidates are not

disturbed and cannot read the screen

- ▶ where a candidate using a word processor is accommodated separately, a separate invigilator is used
- ▶ word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- ▶ documents are printed after the examination is over
- ▶ candidates are present to verify that the work printed is their own
- ▶ word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- ▶ word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- ▶ word processors are not used to perform skills which are being assessed
- ▶ word processors are not connected to an intranet or any other means of communication.
- ▶ candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- ▶ graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- ▶ predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- ▶ voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- ▶ word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Dame Alice Owens School further complies with ICE 14.21 instructions by ensuring:

- ▶ tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- ▶ the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- ▶ candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- ▶ candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- ▶ candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading

their answers or amending their work in any way

- ▶ candidates are instructed to appropriately number each page
- ▶ candidates are instructed to use a minimum 12pt font and double spacing
- ▶ invigilators remind candidates to save their work at regular intervals
- ▶ where it is possible 'autosave' is set up on each laptop/tablet
- ▶ candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Retaining electronic copies of word-processed scripts

Dame Alice Owens School complies with ICE 14.27 instructions by:

- ▶ retaining electronic copies of word-processed scripts as these may be accepted by an awarding body where the printed copy has been lost. The electronic copies are kept securely in accordance with ICE 14.27

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Within a separate room to those students not using a word processor unless in exceptional circumstances.
- Using desktop units that are set up in accordance with ICE 14.20 - 14.24 *Word processors* instructions.

Invigilation arrangements relating to the use of word processors are included in the Invigilator Handbook (Appendix 2, page 27).

The criteria Dame Alice Owens School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she 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.

Exceptions might include where a candidate has, for example:

- ☐ 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
- ☐ poor handwriting to the degree that it is illegible.

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the SENCo and Exams Team in liaison with the IT department. 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 published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7.4 of ICE.

Statement produced by: Mrs Hannah Nemko, Headteacher

Statement date:

Appendix C



Dame Alice Owen's School

The Dame Alice Owen Foundation - 1613

Non-examination Assessment Policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

H Nemko, Head of Centre

Date of next review - Autumn 2025

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What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

“The regulator’s definition of an examination is very narrow and 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’.”

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments](#)– Foreword, page i]

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

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to:

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

[[NEA](#)– The basic principles, page 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](#)– The basic principles, page 1]

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

The basic principles

Head of centre

- Ensures that the centre’s *non-examination assessment policy* is fit for purpose and covers all types of non-examination assessment.

- Ensures the centre's *internal appeals procedures* clearly detail 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 (including endorsements) which comply with NEA and awarding body subject specific instructions.
- Ensure NEA dates are coordinated as far as possible to reduce excess pressure on students.

Head of department

- Checks that correct awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates.
- Ensure NEA dates, especially deadlines, are published to students and parents in good time.
- Ensures students are given, in writing, clear information pertaining to the requirements of the NEA
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements).
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Ensures that appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment.
- 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 or is made as a separate component/unit entry code) by the internal deadline for entries.

Subject teacher

- Understands and complies with the general instructions as detailed in the NEA.
- 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.

Exams officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments 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

Head of department

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.

- Ensures that subject teachers make candidates aware of the criteria used to assess their work.

Issuing of tasks

Head of department

- 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 ensure that materials are stored securely at all times.
- Ensures the correct task is issued to candidates.

Task taking

Supervision

Head of Department ensures 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.
- Where candidates may work in groups, keeps a record of each candidate's contribution in order that it be possible to attribute assessable outcomes to individual candidates.
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media.
- Ensure candidates understand and comply with the regulations in these 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 including that generated by artificial intelligence (AI)

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, exemplars 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.
- Where possible allow 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 that once work has been assessed, candidates are not allowed to revise it.

Resources

Head of department ensures 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, 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 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 known and put in place.
- 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

Head of department

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory and ensures all subject teachers and students are aware of limitations.

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 enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Electronic signatures are acceptable.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- 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 and informs the exams officer.
- 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 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.
- If candidates' work is to be submitted electronically, ensure 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.
- Secure storage instructions are followed 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 the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre.
- 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 complete.
- 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).
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- 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 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

Head of department

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.
- Arranges timetabling and rooming, where 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 the JCQ publication *Instructions for conducting examinations*.

Exams officer

- Arranges invigilation where this is applicable to any externally assessed non-examination component of a specification.

Submission of work

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.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.

Subject teacher

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

- Attends awarding body training 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 AI 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 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.

Exams officer

- Sets timescales and procedures 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.

Internal standardisation

Head of department

- 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.

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.

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site by the external deadline, keeping a record of the marks awarded.
- 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.

Head of department

- Keeps a record of the marks awarded.
- 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.
- 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.

Exams officer

- Confirms with head of department that marks have been submitted to the awarding body deadline.
- Confirms with head of department 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 head of department, 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 head of department, ensures the awarding body is provided with any supporting documentation required by the awarding body.

Storage and retention of work after submission of marks

Head of department

- 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 until after the deadline for enquiries about results.
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.).

Exams officer

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

External moderation - feedback

Head of department

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

Exams officer

- Accesses or signposts 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 to ensure any access arrangements for eligible candidates are applied to assessments.

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments including Reasonable Adjustments for GCE A-level Sciences – Endorsement of practical skills.
- Where arrangements do not undermine the integrity of the qualifications 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.
- Work 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;
 - produces a reduced quantity of work;
 - work has been lost.
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments.

Exams officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#).
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale.
- Keeps required evidence on file to support the application.
- Refers to/directs relevant staff where applicable to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body.

Malpractice

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice (as outlined in the JCQ publication [Suspected Malpractice: Policies and Procedures](#)) involving candidates, teachers, invigilators or other administrative staff.
- Is familiar with the JCQ publication [Suspected Malpractice: Policies and Procedures](#).
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment 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](#) and the JCQ [Notice to Centres – Informing candidates of their centre assessed marks](#) to mitigate against candidate and centre malpractice.
- Ensures candidates understand what constitutes malpractice in non-examination assessments.
- Ensures candidates understand the JCQ document [Information for candidates - non-examination 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 publication [Suspected Malpractice: Policies and Procedures](#) to the head of centre.
- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) and the JCQ [Notice to Centres – Informing candidates of their centre assessed marks](#) to head of department.
- 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 publication [Post-Results Services](#)
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a clerical check, a review of marking, a review of moderation or an appeal.

Head of department

- Provides relevant support to subject teachers making decisions about enquiries about results.

Subject teacher

- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline.
- Supports the exams officer in collecting candidate consent where required.

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 publication [Post-Results Services](#).
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline.
- Collects candidate consent where required.

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

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, 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.

Head of department

- 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 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 the monitoring visit.

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood.
- 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.

Exams officer

- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

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

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, 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.

Head of department

- Ensures the appropriate arrangements are in place for internal standardisation of assessments.
- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*.
- 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 the storage and submission of recordings.

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

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"> the current JCQ publication <i>Instructions for conducting non-examination assessments</i> the JCQ document <i>Notice to Centres - Sharing NEA material and candidates' work</i> the JCQ document <i>Notice to Centre – Informing candidates of their centre assessed marks</i> <p>www.jcq.org.uk/exams-office/non-examination-assessments</p>	EO/HOD
Candidate malpractice	<p><i>Records confirm that candidates have been made aware of the JCQ documents <i>Information for candidates - non-examination assessments</i> and <i>Information for candidates – Social Media</i></i></p> <p>www.jcq.org.uk/exams-office/information-for-candidates-documents</p>	EO/Head of Year 11 and Year 13
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	HOD/IT/EO
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	HOD
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>The awarding body's marking criteria is shared with candidates and they are given the opportunity to ask questions and clarify their understanding</i>	HOD
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence</i>	HOD in conjunction with SLT line manager
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<p><i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	HOD EO
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	HOD
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	HOD EO
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence</i>	HOD in conjunction with SLT line manager

Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified at the start of the course Assessment dates/periods included in centre wide calendar</i>	HOD
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 Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	HOD/IT
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication 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 Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	EO informs HOD who informs teachers.
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Head/HOD/EO/ Pastoral lead for the year group
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 publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	EO/Head/ SENCo/ HOD
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a process is in place for subject teachers to be able to provide copies of all information which was provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity 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>	HOD and SLT line manager
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Subject teachers to keep copies of drafted work where appropriate / possible.</i>	HOD and SLT line manager
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 Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Head/HOD/EO
Candidate does not reference information from published source and/or uses AI inappropriately	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is advised at a general level of appropriate and inappropriate use of AI Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Information published for students by the JCQ regarding AI is shared with students Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	HOD/subject teacher if prior to student signing declaration form. EO/Head IF after signing declaration from
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 Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	HOD/Subject 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>	HOD/subject teacher
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>	HOD/EO
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	EO/Head/HOD
Resources		
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 Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	HOD/Subject teachers/IT
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 Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately 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>	HOD/subject teacher if prior to student signing declaration form. EO/Head IF after signing declaration from
Word and time limits		
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 Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject teacher/HOD/SLT line manager
Collaboration and group work		
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 Awarding body guidance sought where this issue remains unresolved</i>	Head/HOD/EO
Authentication procedures		
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 Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments 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 candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	EO/HOD/Head
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 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 Declaration is checked for signature before accepting the work of a</i>	Subject teacher/HOD

	<i>candidate for formal assessment</i>	
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>	HOD
Presentation of work		
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>	Subject teacher/HOD
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject teacher/HOD
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 Alternative secure storage sourced where required</i>	HOD/EO
Task marking – externally assessed components		
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 If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	EO/HOD
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>	Subject teacher
Task marking – internally assessed components		
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>	HOD/Subject teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	HOD/EO
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	HOD/EO
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Head/HOD/EO
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>	EO/HOD/SLT line manager
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 publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	HOD/EO

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 publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Head/HOD/EO
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of 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 at least two weeks prior to internal deadline set by exams officer for the submission of marks Through the internal appeals procedures document, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	Subject teacher/HOD/EO/Head
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 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 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>	Subject teacher/HOD/EO
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/head of department as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	HOD/SLT/Head
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan - Teaching staff extended absence</i>	SLT line manager/HOD



Emergency evacuation policy (exams)

Dame Alice Owen's School

The Dame Alice Owen Foundation - 1613

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

H Nemko, Head of Centre

Purpose of the policy

This policy details how the centre 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 (if applicable) from the relevant awarding body as soon as it is safe to do so (ICE 25.6)

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

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

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)

- 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 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 procedures for every exam room
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will

happen if the fire alarm sounds

- Provides an exam room incident log in each exam room
- Liaises with the SENCo 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 through the *special consideration* process

Invigilators

- By attending training, 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

Other relevant centre staff

- Support the senior leader, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency evacuation procedure

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

Emergency evacuation procedure
Actions to be taken (as detailed in the current JCQ <i>Instructions for conducting examinations chapter18, Emergencies</i>)
Stop the candidates from writing and tell them to close their exam paper.
Collect the attendance register (in order to ensure all candidates are present) and evacuate the examination room in line with the instructions given by the appropriate authority.
Candidates should leave the room in silence.
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
Make a note of the time of the interruption and how long it lasted.
Allow the candidates the full working time set for the examination.

If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
Make a full report of the incident and of the action taken, to retain on file and send to the relevant awarding body.
Additional centre-specific actions to be taken
In the case of a fire alarm, if exam is in Main Hall, Sports Hall or Gym, await confirmation from a senior leader/fire marshal that the room should be evacuated. If exam is in any other room, evacuate immediately.
All scripts and examination papers should be left in the examination room.
Evacuate the room by the nearest fire exit.
If candidates are in the Sports Hall, escort them to the astroturf; candidates in the Main Hall or Gym should evacuate to the main playground and candidates in all other rooms should assemble outside the main entrance. Remind candidates to remain silent.
If candidates are in any other room, escort them to the assembly point outside the main school entrance.
When/if allowed to return to the exam room, allow candidates time to settle down and remind them that they are still under exam conditions.
Restart the exam and allow candidates the remaining time set for the exam.
Make relevant changes to the displayed finishing time.
Record as much detail as possible in the exam incident log book and inform the Exams Officer at the end of the session to enable a full report to be sent to the Awarding Body.
If not allowed to return to the exam room, or a decision is made that the exam must be abandoned, the Centre's contingency plan (emergency evacuation) will be invoked and you will be briefed accordingly.



Dame Alice Owen's School The Dame Alice Owen Foundation - 1613

Disability policy (exams)

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

H Nemko, Head of Centre

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Purpose of the policy

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

“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

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

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#)

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 [General Regulations \(GR\)](#) and [Access Arrangements \(AA\)](#)
- Ensures a appropriately qualified assessor(s) is appointed 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
- Ensures the quality of the access arrangements process within the centre
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place

Senior leaders

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

Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Leads on the access arrangements process to facilitate access for candidates
- 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
- 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

Teaching staff

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements

Assessor of candidates with learning difficulties

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

- Has detailed understanding of the current JCQ publication [AA](#)
- 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 will be considered on a subject by subject basis
- Provides information to evidence the normal way of working of a candidate
- Conducts appropriate assessments and evidences to identify the need(s) of a candidate

- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCo)

- 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.
- Follows guidance in [AA](#) Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- 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 appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- 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)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate 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 GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Exams officer

- 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
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required 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)

- Presents the candidates' files when requested by a JCQ Centre Inspector

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
- Is familiar with the *Checklist for heads of centre and examination officers - The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44)**Special educational needs coordinator (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)
 - Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
 - 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
 - Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
 - 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 facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
 - Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
 - Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Exams officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers - The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44)
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- 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
- 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
- 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 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, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- 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 GCSE and GCE qualifications
- 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

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
- 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
- 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

Internal assessments

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

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments - Foreword, page 3](#)]

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
-

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates.
- Ensure candidates are aware of the access arrangements that are in place for their assessments
- Ensure cover sheets are completed as required by facilitators
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Internal exams

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

Special educational needs coordinator (SENCo)

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place

when required

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Papers checked for those testing reading</i> <i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i> <i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment</i> <i>Confirms with candidate how and when they will be prompted</i> <i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i> <i>Provides height adjustable desk in exam room</i> <i>Allocates exam room on ground floor near adapted bathroom facilities</i> <i>Spaces desks to allow wheelchair access</i> <i>Seats candidate near exam room door</i> <i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i>

		<i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>
Panic attack before start of exam	<p>Allow student to have short supervised break before starting exam</p> <p>Move to back/front of exam room</p>	<p><i>If student in exam room, allow to leave with an invigilator. Allow student time to calm down whilst being supervised by invigilator.</i></p> <p><i>May need to seek help from Pastoral Manager, Pastoral Director or matron.</i></p> <p><i>Student moved to back or front of exam room to be near door before re-starting the exam. Student allowed the full time for the exam.</i></p>



Dame Alice Owen's School

The Dame Alice Owen Foundation - 1613

Special consideration policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs Hannah Nemko	
Date of next review	

Key staff involved in the special consideration process

Role	Name(s)
Head of centre	Mrs Hannah Nemko
SENCo	Mr Adam Wharton
Exams officer	Mrs Leigh Carpenter

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What is special consideration?

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

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

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

JCQ [A guide to the special consideration process](#) section 1]

This document is further referred to in this policy as
[SC](#)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that [insert centre name] agrees to “*submit any applications for special consideration where candidates meet the published criteria.*”

[JCQ [General regulations for approved centres](#) section 5.10]

Eligibility for special consideration

Roles and responsibilities

Head of centre

- ▶ Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [SC](#)
- ▶ Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

Exams officer

- ▶ Understands the criteria as detailed in [SC](#) to determine where candidates will/will not be eligible for special consideration
- ▶ Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

Teaching staff and/or SENCo

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

Candidates (or parents/carers)

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

Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series where candidates *"...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](#)]

Please see [SC 2](#) for a list of reasons why students would be eligible for special consideration. [SC 3](#) outlines the actions to be taken if a student is present for the assessment but disadvantaged. [SC 4](#) outlines the actions to be taken if a student is absent for an assessment for acceptable reasons.

1. Where a candidate may arrive for an exam and is clearly unwell and/or may have sustained an injury that requires emergency access arrangements to be put in place:
 - ▶ the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for him/her to take the exam in the best possible conditions
 - ▶ a judgement will be made on how the candidate's situation or disposition affected performance in the exam
 - ▶ if appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates.
3. Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE exams (AS, A-level) or more than 5 hours 30 minutes for GCSE exams including *any approved extra time but not any time taken for supervised rest breaks*, special consideration for an allowance on last paper taken will be applied for.

4. Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration **cannot** be applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration will be applied for if the exam missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration will not be applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in [SC 5](#) and applied for where eligible. This might include, for example:

- ▶ requesting an honorary certificate
- ▶ a short extension to coursework/non-examination assessment deadlines
- ▶ submitting a reduced quantity of coursework/non-examination assessment (shortfall in work) ▶ lost or damaged work
- ▶ candidates taking an incorrect or defective question paper
- ▶ candidates undertaking the wrong coursework/non-examination assessment assignment

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)

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

Processing applications for special consideration

Roles and responsibilities

Head of centre

- ▶ Ensures where a candidate may be a relative of the exams officer, the application will be authorised by an alternative member of centre staff

Exams officer

- ▶ Ensures applications will be processed as required by the awarding bodies
- ▶ Keeps evidence to support applications on file until after the publication of results
- ▶ Meets the required deadline(s) for submitting applications

Teaching staff and/or SENCo

- ▶ Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- ▶ Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration

Submitting applications for special consideration

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 [SC](#).

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

Timetabled written exams

- ▶ For GCE and GCSE qualifications, 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
- ▶ The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* detailed in [SC 6](#) will be followed
- ▶ For other qualifications, applications are submitted online where the awarding body's secure system accepts these
- ▶ The paper [form 10](#) JCQ/SC *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 groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- ▶ The paper [form 14](#) JCQ/ME *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 has evidence that 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 deadline is being requested an application will be submitted online or by direct email, dependent on the awarding body
- ▶ Where an application relates to a shortfall in work, this will be submitted online or by completing form 10, dependent on the awarding body
- ▶ Where an application relates to lost or damaged work, this will be submitted online or by completing [form 15](#) JCQ/LCW *Notification of lost centre assessed work*, dependent on the awarding body

Post assessment adjustments - vocational qualifications

- ▶ Where relevant and eligible, form [VQ/SC](#) *Application for special consideration Vocational qualifications* will be completed and submitted to the awarding body

Private candidates

- ▶ Any private candidate entered by the centre must liaise with the exams officer (not the awarding body) regarding any application for special consideration



Dame Alice Owen's School The Dame Alice Owen Foundation - 1613 Complaints and appeals procedure (exams)

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

Mrs Hannah Nemko

Date of next
review

Key staff involved in the complaints and appeals procedure

Role	Name(s)
Head of centre	Mrs Hannah Nemko
SLT members	Mr Stephen Fry
Exams officer	Mrs Leigh Carpenter

Purpose of the procedure

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

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint regarding the Centre's delivery or administration of a qualification. This may include but is not limited to complaints regarding

Teaching and Learning

- ▶ The quality of teaching and learning before the examinations (this complaint must be registered in good time before teaching is terminated for Year 11/13.
- ▶ Problems with access arrangements

Entries

- ▶ Failure to clearly explain a decision about a candidate's entry
- ▶ Failure to correctly enter the candidate for an examination

Conducting examinations

- ▶ Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- ▶ Failure to conduct the examination/assessment in accordance with the JCQ regulations
- ▶ Failure to process applications for special consideration in accordance with the JCQ regulations

Results and Post-results

- ▶ Failure to inform candidate of the post results services arrangements and accessibility of senior members of centre staff after the publication of results
- ▶ Failure to administer applications for post results services in accordance with the JCQ regulations

Complaints and appeals procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Dame Alice Owen's School encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally, the candidate (or his/her parent/carer) is then at liberty to make a formal complaint following the school's complaints procedure which can be found on the school website under policies <http://damealiceowens.herts.sch.uk/about-us/policies/>



Dame Alice Owen's School The Dame Alice Owen Foundation - 1613

Access arrangements policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

Mrs Hannah Nemko

**Date of next
review**

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Adam Wharton
SENCo line manager (Senior Leader)	Stephen Fry
Head of centre	Hannah Nemko
Assessor(s)	Adam Wharton
Access arrangement facilitator(s)	Leigh Carpenter

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Introduction

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with 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 particular 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’.”*

[AA Definitions, page 3]

Reasonable adjustments

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

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

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not ‘reasonable’.

The centre must ensure that approved adjustments can be delivered to candidates.

Purpose of the policy

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

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments* (GR 5.4)

General principles

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

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

The principles for Dame Alice Owen's School to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4.2)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2)
- Arrangements must always be approved before an examination or assessment (AA 4.2)

- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AA 4.2)
- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4.2)

Disability policy (exams)

A large part of the access arrangements policy is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

Appointment of assessors

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 [AA 7.3](#).

The qualification(s) of the current assessor(s)

Adam Wharton

Level 7 certificate in Assessing and Teaching Learners with Specific Learning Difficulties.

Checking the qualification(s) of the assessor(s)

Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)

Copies of all relevant certification are held on file in the learning support office in a secure filing cabinet.

How the assessment process is administered

Students are identified for testing through a number of processes. These include CATs tests, spelling age screening, teacher, pupil and parent/carer feedback. Evidence is then gathered from as many sources as possible as to there being an identified need for an arrangement. For exam age students a battery of suitable tests are then undertaken, with relevant scores being used to determine the need for any access arrangements. Students are identified as disabled as per the Equality Act (2010) and placed on the learning support and exams access register. Access arrangements are applied for through the Access Arrangements Online system and relevant documentation is held in the learning support office's exam files. Form 8 and data protection notices are filled in at the required time through the process and held in the same place.

A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online (AA 7.3)

For private candidates the necessary and appropriate steps are taken to gather documentation to prove an appropriate picture of need and demonstrate normal way of working.

There are a number of forms used to record evidence and application/ agreement of arrangements. They are outlined below with the person/ persons completing bracketed after.

JCQ Form 8 (exams assessor/SENCo).

History of need (class teachers).

JCQ advised Data Protection Notice (signed by student).

Recording evidence of need

- Evidence of Access Arrangements Online agreement
(Exams assessor/SENCo).

All of these are kept on the students file in the learning support office.

In the case of an external assessment the SENCo will complete section A of the form 8 and the external assessor will complete the remaining sections.

Gathering evidence to demonstrate *normal way of working*

To demonstrate normal way of working a statement is received from class teachers as to the student's needs and arrangements to help compensate for these needs. For all internal examinations the student will receive the agreed arrangement and its effectiveness is judged.

The statement from teachers is held on the students file in the learning support office.

Processing access arrangements

Arrangements requiring awarding body approval

For all students whose arrangements require an application through the Access Arrangements Online process, an application is made within the required timeframe and evidence of both the application and approval is printed and held on the students file in the learning support office. An application is made by the exams assessor/SENCo.

Centre-delegated access arrangements

For arrangements that do not require an application through the Access Arrangements Online process. Appropriate evidence is gathered and held on the students file in the learning support office.

Centre-specific criteria for particular access arrangements

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 this is the candidate's preferred way of working within the centre.

The centre's word processing policy can be found on the school website under the policies section.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

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.”

As per the JCQ regulations



**Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613**

Exams archiving policy

This policy is annually reviewed to ensure that records are archived/retained in accordance with current requirements

Approved/reviewed by	
H Nemko, Head of Centre	
Date of next review	

Purpose of the policy

The purpose of this policy 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 policy

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	Confidential disposal/shredding
Alternative site arrangements	Any hard copy information on an alternative site arrangement. Notifications submitted online via CAP.	Until after the post results deadline	Confidential disposal
Attendance register copies		<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. You 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.</i> [Reference ICE 12, 22]	Confidential disposal
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	General disposal

Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	<p>To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts.</p> <p><i>Where teachers have used anonymised copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner.</i></p> <p>[Reference PRS 6]</p>	Confidential disposal
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	<p>To be logged on return to the centre and immediately returned to subject staff as records owner.</p> <p>To be stored safely and securely along with work that did not form part of the moderation sample (including</p>	Returned to candidates or safe disposal
		<p>materials stored electronically) <i>until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).</i></p> <p><i>Where teachers have used anonymised copies of candidates' work as exemplars but no longer wish to retain it, they must ensure that the work is disposed of in a confidential manner.</i></p> <p>[Reference GR 3]</p>	
Certificates	Candidate certificates issued by awarding bodies.	<p><i>...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue</i></p> <p>[Reference GR 5]</p> <p>Certificates to be destroyed after 7 years</p>	Confidential disposal

Certificate destruction information	A record of unclaimed certificates that have been destroyed.	<i>...destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results;</i> [Reference GR 5]	Confidential disposal
Certificate issue information	A record of certificates that have been issued.	<i>...distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should</i> <i>be kept of the certificates that are issued and retained for 7 years</i> [Reference GR 5]	Confidential disposal
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff.	To be retained until after the post results deadline	General disposal
Confidential materials: receipt, secure movement and secure storage logs	Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials.	To be retained until after the post results deadline	General disposal

Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	To be retained until after the issue of results	General disposal
Entry information	Any hard copy information relating to candidates' entries.	To be retained until after the issue of results	Confidential disposal
Exam question papers	Question papers for timetabled written exams.	<i>For confidentiality purposes 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.</i> [Reference GR 6]	Issued to subject staff
Exam room checklists	Checklists confirming exam room conditions and invigilation	To be retained until after the post results deadline	Confidential disposal
	arrangements for each exam session.		
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.	To be retained until after the post results deadline	Confidential disposal
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams.	<i>Unused stationery will be returned to the centre's secure storage facility until needed for a future examination.</i> <i>Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments.</i> <i>Any surplus or out-of-date stationery will be confidentially destroyed.</i> [Reference ICE 30]	Confidential disposal

Examiner reports		To be immediately provided to head of department as records owner.	Confidential disposal
Invigilation arrangements	See <i>Exam room checklists</i>		
Invigilator and facilitator training records		<p><i>A record of the content of the training given to invigilators must be 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.</i></p> <p><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 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.</i></p> <p>[Reference ICE 12, 13]</p>	Confidential disposal
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	General disposal
Moderator reports		To be immediately provided to head of department as records owner.	Confidential disposal
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period	To be retained until after the post results deadline	General disposal
Overnight supervision information	JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	<i>...keep for inspection all completed forms available in your centre 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;</i> [Reference ICE 8]	Confidential disposal
Post-results services: confirmation of candidate consent	Hard copy or email record of required candidate consent	<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-</i>	Confidential disposal

information		<p><i>check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.</i></p> <p>Access to script consent to be retained for at least six months from the date consent given.</p> <p>[Reference PRS 4, appendix A and B]</p>	
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (reviews of marking, appeals, access to scripts) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for current year plus previous 6 years.	Confidential disposal
Post-results services: tracking logs	Logs tracking to resolution all post- results service requests submitted to awarding bodies.	To be retained for current year plus previous 6 years.	Confidential disposal
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained until after the review of marking deadline	Confidential disposal
Proof of postage - candidates' work	Proof of postage of sample of candidates' work submitted to awarding body moderators.	<i>Proof of postage despatch for work being sent to moderators should be kept until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' work has left the centre.)</i>	Confidential disposal
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers	To be retained until after the review of marking deadline	Confidential disposal
Results information	Broadsheets of 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 disposal

Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	<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. You 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 6]</i>	Confidential disposal
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	<i>Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting an on-line special consideration application until after 3 years after the publication of results. Where a candidate is absent from an examination for an acceptable reason a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence</i>	Confidential disposal
		<i>supporting a candidate's absence from an examination until after the publication of results after review of marking. [Reference SC 6]</i>	
Suspected malpractice reports/outcomes	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.	To be retained until 3 years after review of marking deadline.	Confidential disposal
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential disposal

Transferred candidate arrangements	Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.	To be retained until the review of marking deadline.	Confidential disposal
Very late arrival reports/outcomes	Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.	To be retained until after the review of marking deadline	Confidential disposal

Appendix J

Exam Contingency Plan

Policy/Procedure creator: Mrs Leigh Carpenter

Policy/Procedure created/reviewed: 09/05/2023

Centre Name	Dame Alice Owen's School
Centre Number	17329
Date plan first created	01/05/2015
Current plan approved by	Mrs Hannah Nemko
Current plan reviewed by	Mrs Hannah Nemko
Date of next review	Autumn Term 2023

Key staff involved in the plan

Role	Name(s)
Head of centre	Mrs Hannah Nemko
Senior leader(s)	Mr Steve Fry, Deputy Head
Exams officer	Mrs Leigh Carpenter
ALS lead/SENCo	Mr Adam Wharton
Other staff (if applicable)	Assistant Exams Officer

This plan is reviewed and updated annually to ensure that exam contingency planning at Dame Alice Owen's School is managed in accordance with current requirements and regulations.

Purpose of the plan

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

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Dame Alice Owen's School.

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

This plan details how Dame Alice Owen's School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

Operating across more than one centre

Not Applicable

Possible causes of disruption to the exam process

1. Exams officer absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators Exam time
- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration candidates' scripts not dispatched as required for marking to awarding bodies
- Results and post-results
- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Assistant Exams Officer(s), with support from SLT, will take over full examinations responsibilities
- Assistant Exams Officer(s) is fully conversant with the Exams Office calendar, JCQ Regulations and SIMS MIS system Additional support will be gained from network groups and awarding body help desks

2. ALS lead/SENCo extended absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle

not undertaken including: Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010 evidence of need and evidence to support normal way of working not collated

Pre-exams

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

Exam time

- access arrangement candidate support not arranged for exam rooms

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Designated LS teacher will assume responsibility of the exams access arrangements, with support from the Assistant Exams Officer and the Exams Officer
- No student will be allowed any access arrangement without prior testing and online approval, except in an individual emergency situation and only after awarding body approval via their support desk/online portal

3. Teaching staff extended absence at key points in the exam process (exam cycle)

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Departmental support will be used to gather necessary information to ensure that a teacher's absence does not disrupt any students' entries/examination submissions

If appropriate, awarding bodies will be approached to request extensions for submissions

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Internal staff, Exams Office staff and SLT will be used if necessary; all such staff will be trained prior to the commencement of the exams period At least one experienced invigilator will be deployed in every venue in overall charge

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

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Alternative venue details:
Pope Paul Catholic Primary School,
Baker Street,
Potters Bar,
Hertfordshire
EN6 2ES
01707 659755

Not Applicable

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue Communication details:
- Candidates and parents will be notified electronically (using the school MIS system) if any alternative venue is necessary
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- Ensure that candidates are able to travel to the alternative venue

6. Cyber-attack

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- To be added

7. Failure of IT systems

Criteria for implementation of the plan

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

Other criteria:

- IT system failure during an exam

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Should MIS systems fail at any time then direct access to awarding body secure websites will be used
- Should the IT infrastructure fail, then arrangements would be made for the Exams Officer to work from home with direct access to awarding body websites

- Should the IT infrastructure fail during an exam, candidates will be kept under exam conditions whilst guidance is sought from the Awarding Body

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

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

- No other actions identified

9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

- Candidates and parents will be notified electronically (using the school MIS system) of the arrangements made if the centre is to be closed for an extended time take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

- No other actions identified

10. Candidates at risk of being unable to take examinations - centre remains open

Criteria for implementation of the plan

- Candidates at risk of being unable to attend the examination centre to take examinations as normal

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

- No other actions identified

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Alternative venue details:

Pope Paul Catholic Primary School,
Baker Street,
Potters Bar,
Hertfordshire

Communication details:

- Candidates and parents will be notified electronically (using the school MIS system) of the arrangements made if the centre is unable to open as normal during the exam period
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- No other actions identified

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

- No other actions identified

13. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

- No other actions identified

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
 - where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series
- Other centre actions:
- No other actions identified

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

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Alternative venue details:

Pope Paul Catholic Primary School,
Baker Street,
Potters Bar,
Hertfordshire
EN6 2ES
01707 659755

- make arrangements to make post results requests at an alternative location
 - contact the relevant awarding body if electronic post results requests are not possible
 - inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- Communication details:
- Candidates and parents will be notified electronically (using the school MIS system) of the arrangements made concerning the issue of results and the post results process

Other centre actions:

- No other actions identified

16. Any other cause of disruption to the exam process

Cause of disruption

- No further causes identified

Centre actions to mitigate the impact of the disruption listed above

- Not applicable

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

- Cyber Security Standards in schools and colleges (www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges)
- DfE Cyber Security Guidance - March 2023 (As exam season approaches the Department for Education is reminding schools and colleges to renew their cyber security and backup policies)

Ofqual

- Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (updated 18 January 2023)

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** www.gov.uk/guidance/ofqual-handbook/section-a-governance). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

General contingency guidance

- **emergency planning and response** (www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings) from the Department for Education in England
- **handling strike action in schools** (www.gov.uk/government/publications/handling-strike-action-in-schools) from the Department for Education in England
- **school organisation: local-authority-maintained schools** from the Department for Education in England (www.gov.uk/government/publications/school-organisation-maintained-schools)
- **exceptional closure days** (www.education-ni.gov.uk/articles/exceptional-closure-days) from the Department of Education in Northern Ireland
- **checklist - exceptional closure of schools** (www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools) from the Department of Education in Northern Ireland
- **school terms and school closures** from NI Direct (www.nidirect.gov.uk/articles/school-terms-and-school-closures)
- **opening schools in extremely bad weather** (<https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools>) - guidance for schools from the Welsh Government

- **police guidance** from National Counter Terrorism Security Office and partners on preparing for threats (www.protectuk.police.uk) [Disruption to assessments or exams](#)

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

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

You may also wish to see the JCQ's notice to centres on exam contingency plans (www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/) and JCQ's notice on preparing for disruption to examinations (www.jcq.org.uk/exams-office/other-documents/preparing-for-disruption-to-examinations/) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Examplanning

Review 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.

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 JCQ's 'Centre emergency evacuation procedure' (www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors 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 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

14. 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.
15. 3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
16. 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.

See also JCQ's guidance on special considerations ([www.jcq.org.uk/exams-office/access-arrangements-](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

[and-special-consideration/](http://www.jcq.org.uk/exams-office/access-arrangements-and-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 Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption

particularly affects them. **Widespread national disruption to the taking of examinations or assessments**

The governments' view across England, Wales and Northern Ireland is education in 2022 to 2023 has returned to normal. Schools are open and examinations will go ahead in summer 2023.

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 November 2022, Ofqual and the Department for Education issued decisions following a consultation on the resilience of the qualifications sector (www.gov.uk/government/consultations/ensuring-the-resilience-of-the-qualifications-system-in-2023-gcse-as-a-level-project-and-aea/outcome/consultation-decisions) for specific examinations awarded in England in summer 2023. Ofqual has published Guidance for schools, colleges and other exam centres on gathering evidence of student performance (www.gov.uk/government/publications/supporting-resilience-in-the-exam-system-in-2023) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

The Department for Education has updated its guidance on handling strike action in schools (www.gov.uk/government/publications/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 should speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

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

JCQ

JCQ guidance taken directly from **Instructions for Conducting Examinations 2022-2023** (www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/) section 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: 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 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the 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 relevant awarding body 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 days' for examinations, summer 2023. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

In the event that there is national disruption to a day of examinations in summer 2023, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

1. Links to other JCQ documentation

JCQ Joint Contingency Plan - jcq.org.uk/exams-office/other-documents

JCQ Preparing for disruption to examinations (Effective from 1 September 2022) - jcq.org.uk/exams-office/general-regulations

JCQ Notice to Centres - **Examination contingency plan**/examinations policy - jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan General Regulations for Approved Centres - jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements - jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates - jcq.org.uk/exams-office/online-forms

Instructions for conducting examinations - jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

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

[consideration/regulations-and-guidance](http://jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) **GOV.UK**

Emergency planning and response: Exam and assessment disruption - gov.uk/guidance//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 - gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

Wales

School closures: examinations - gov.wales/school-closures-examinations

Opening schools in extremely bad weather: guidance for schools - gov.wales/opening-schools-extremely-bad-weather-guidance-schools [Northern Ireland](#)

(updated 2021/22) Exceptional closure days - education-ni.gov.uk/articles/exceptional-closure-days

Checklist - exceptional closure of schools - education-ni.gov.uk/publications/checklist-exceptional-closure-schools

ProtectUK

[ProtectUK.police.uk](https://protectuk.police.uk)

National Cyber Security Centre

The NCSC's free **Web Check** (ncsc.gov.uk/information/web-check) and **Mail Check** (ncsc.gov.uk/information/mailcheck) services can help protect schools from cyber attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the NCSC website (ncsc.gov.uk/blog-post/cyber-tools-for-uk-schools).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

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

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

- a. More ransomware attacks on UK education - NCSC.GOV.UK (ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector)
2. Ransomware advice and guidance for your IT teams to implement (ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks)
3. Offline backups in an online world (ncsc.gov.uk/blog-post/offline-backups-in-an-online-world)
- b. Backing up your data (ncsc.gov.uk/collection/small-business-guide/backing-your-data)
- c. Practical resources to help improve your cyber security (gov.uk/section/education-skills/cyber-security-schools)
- d. Building Resilience: Ransomware and the risks to schools and ways to prevent it (com/watch?v=FppzWedY0ic&t=237s)
- e. School staff offered training to help shore up cyber defences - NCSC.GOV.UK (gov.uk/news/school-staff-offered-training-to-help-cyber-defences)



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

EXAMS WHISTLEBLOWING POLICY

Agreed by the
Governing Body Personnel & Remuneration Committee:
(*reviewed every two years*)

To be monitored by the Examinations Officer and Governing Body Personnel and Remuneration Committee

1. Introduction

Whistleblowing at Dame Alice Owen's 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.

The Head of Centre and governing body at Dame Alice Owen's School aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**, Dame Alice Owen's 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 publication **Suspected Malpractice: Policies and Procedures** and provide such information and advice as the awarding body may reasonably require.

- This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*.

This policy sets out the whistleblowing procedures at Dame Alice Owen's School. It has been produced by [insert name of staff member] who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. They are fully aware of the contents of this policy and will escalate any instances of malpractice 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.

2. Purpose

This policy:

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

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

3. What is whistleblowing?

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

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

4. Protections for whistleblowers

This policy has been written to take account of the Part IVA of the Employment Rights Act 1996 which protects workers making protected disclosures.

A qualifying disclosure made to the worker's employer is a protected disclosure. A qualifying disclosure made by a worker under this policy will also be a protected disclosure.

A whistle blower who makes a protected disclosure has the right not to be dismissed (if they are an employee) or subjected to any other detriment, because they have made a protected disclosure.

Dismissing, or subjecting a whistle blower to any other detriment for raising a protected disclosure will be a disciplinary offence. The School will decide that anyone should cease to work on the basis that they have made a qualifying disclosure in accordance with the law and this policy.

Whistle blowers may seek support and advice from organisations such as the whistle blowing charity Protect (<https://protect-advice.org.uk> / 020 3117 2520) or ACAS (www.acas.org.uk).

5. Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with **Stephen Fry, Deputy Headteacher**.

However, there may be times when it may be more appropriate to refer the issue direct to the Governing Body, 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
- 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

6. Whistleblowing Procedure

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

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

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

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

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

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

7. Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source.

Alternatively, whistleblowers or others with concerns about potential malpractice can

report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

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

8. Students

Students at Dame Alice Owen's 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.



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

EXAMINATION MALPRACTICE POLICY

Written by S Fry, Deputy Head
Approved/Reviewed by H Nemko, Headteacher
Updated: S Fry, Deputy Head

February 2025
February 2025
8 May 2025

This policy is reviewed annually to ensure compliance with current regulations

Responsibilities

Head of Centre

- Notify the appropriate awarding body immediately of all suspected incidents of malpractice
- Review and sign any malpractice cases prior to submission
- Ensure the candidate's parent/carer/appropriate adult is kept informed of the progress of the investigation
- Pass on details of any sanctions and action in any cases

Senior Leaders

- Ensure that centre staff are aware of the requirements to adhere to the examinations regulations, instances that class as malpractice and the malpractice process

Exams Officer

- Complete the administrative process for any cases of suspected malpractice
- Identify and follow the awarding body's administrative process for malpractice
- Retain the records of any cases of malpractice

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 policy and procedure use the word “malpractice” to cover both “malpractice” and “maladministration” and it means any act, default or practice which is:

- A breach of the JCQ 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 or compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or a certificate;
 - Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Candidate Malpractice

Candidate malpractice 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.

Centre staff Malpractice

Centre staff malpractice means malpractice committed by:

- A member of staff, contractor or a volunteer at the centre; or
- An individual appointed in another capacity such as an invigilator, a reader or a scribe.

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Purpose of the policy

This policy confirms Dame Alice Owen’s has in place a written examination malpractice policy, which covers all qualifications delivered by the centre and details how candidates are informed, and advised, to avoid committing malpractice in assessments / examinations, how suspected malpractice issues should be escalated within the centre and how they should be reported to the relevant awarding body. It must also acknowledge the use of AI in relation to this.

General principles

In accordance with the JCQ Regulations, Dame Alice Owen’s will:

- Take all reasonable steps to prevent the occurrence of any malpractice before, during and after examination have taken place;
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice involving a candidate or member of staff by completing the appropriate

JCQ and awarding body documentation in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures*;

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

Preventing Malpractice

Dame Alice Owen's School has in place:

- Robust procedures to prevent and identify malpractice, as outlined in section 3 of the JCQ publication *Suspected Malpractice - Policies and Procedures*. This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the JCQ guidance and any further awarding body guidance:
 - General Regulations for Approved Centres 2024-25
 - Instructions for conducting examinations (ICE) 2024-2025
 - Instructions for conducting coursework 2024-2025
 - Instructions for conducting non-examination assessments 2024-2025
 - Access Arrangements and Reasonable Adjustments 2024-2025
 - A guide to the special consideration process 2024-2025
 - Suspected Malpractice: Policies and Procedures 2024-2025 (this document)
 - Plagiarism in Assessments
 - AI Use in Assessments: Protecting the Integrity of Qualifications
 - Post Results Services June 2024 and November 2024
 - A guide to the awarding bodies' appeals processes 2024-2025

Informing and advising candidates how to avoid committing malpractice

The candidates are informed in assemblies, through letters home and information on Google Classroom and during internal examinations in Year 10-13 of what malpractice is and how it can affect them in line with current JCQ policy guidance.

For any assessments that can be affected by AI, teaching staff will inform candidates of regulations of if/when AI technology can be used, the consequences of its misuse and how it must be acknowledged and referenced.

Candidates are informed of the "Warning to Candidates" and "Unauthorised Items" posters which are also outside all exam rooms. The wording for invigilators' announcements at the beginning of written examinations also details what can and cannot be done in the exam environment and is read out at the beginning of every exam.

AI Use in Assessments

AI refers to generative Artificial Intelligence (AI) technologies which includes:

- AI tools and platforms used in teaching and learning, including chatbots, educational apps, and adaptive learning systems.
- AI used in administrative processes

- Personal use of AI by students and staff during school hours or in connection with school activities.
- AI-driven hardware or software implemented by external vendors within the school.

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

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs).

JCQ's guidance (*AI Use in Assessments: Protecting the Integrity of Qualifications*) which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

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

AI misuse covers any use of AI that is not permitted by the awarding bodies as outlined in their specifications. Any use of AI that is not permitted will be treated as malpractice.

If AI use is permitted and subsequently used by candidates in their NEAs, then this must be acknowledged and referenced accordingly.

Teachers and Subject Leaders will be informed of the importance of checking their specific awarding body subject NEA guidance to be clear of when AI is permitted or not. This will be made clear at the start of each academic year. Teachers will also be informed of their roles outlined below to manage the risk of AI misuse and to also identify it.

Teachers should:

- Make clear to students before starting NEAs if the use of AI is permitted or not and if so, for which sections of the coursework and to what extent.
- Be confident that any work produced and handed in, is that of the student themselves and not an AI. For longer pieces of work such as NEAs, teachers should check the work at frequent intervals.
- Make clear to students how to reference the use of AI if it is permitted
- Explain the importance to students of submitting their own independent work
- Assess students in a variety of ways in class so that use of AI in written work is more easy to identify
- Look for sections of NEA that differ in lay out, written style or vocabulary to the rest of the NEA.
- Check for American versions of spelling
- Be aware that AI checkers do exist but that they are also unreliable

Identification and Reporting of Malpractice

All staff have a responsibility to report any suspected malpractice.

As soon as suspected malpractice is suspected during the exam process, the Exams Officer must be made aware and then inform the Head of Centre and Deputy Head. The Exams Officer will discuss with the witness what occurred and then, with the Deputy Head, log this on the appropriate JCQ form and get it signed as appropriate.

The candidate is then informed of the incident in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures*. Then the procedure in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures* is followed and relevant documentation completed.

Reporting Suspected Malpractice to the Awarding Body

The Exams Officer or Head of Centre will notify the appropriate awarding body immediately using the appropriate forms and will conduct an investigation in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures*

The Head of Centre will ensure that the candidate's parent/carer/appropriate adult is informed of the allegation and the progress of the investigation.

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

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual will be informed of their rights.

Once the investigation has been completed, the Head of Centre will ensure that all the relevant paperwork is completed and submitted in accordance with the guidance in the JCQ publication *Suspected Malpractice - Policies and Procedures*. It will then be down to the awarding body to make a judgement and they will inform the Head of Centre of the outcome.

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 including the

candidate's rights to appeal against staff decisions to reject their work on the grounds of malpractice.

If it is found that malpractice has taken place then assessment records will be updated accordingly to reflect this.

Appeals against decisions made in cases of malpractice

Dame Alice Owen's School will:

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