DENTON COMMUNITY COLLEGE

Examinations Policy

2024-25

Document History:			
Version	Date of review	Author	Note of revisions
1	15/01/2024	NET Regional Data Analysts (Secondary) - Lee Thirkellson and Lindsey Knight	First version
2	13/11/24	NET Senior Data Analyst – Lee Thirkellson	Details of how candidates will be informed about malpractice. Updated link for JCQ AI documentation.

Contents

1. Introduction and aims

Northern Education Trust is committed to ensuring that exams are managed and administered effectively in its academies.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates;

- The trust's system of exams administration is efficient and clear, and staff and students understand what is required and expected of them; and

- The trust complies with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies.

The staff appointed to the following roles are:

Head of Centre (Principal)	Donald Cumming
Deep Experience Lead	Hannah Driver
SENCO	Kath Kilbane
Exams Officer	Lee Dickson

2. Roles and responsibilities

2.0 Staff

Everyone involved in exam processes must read, understand and adhere to this policy. Staff involved in the delivery of assessments and examinations must understand the key dates and deadlines and the academy must ensure that there are robust procedures in place to ensure these are met.

2.1 Head of centre

The head of centre has overall responsibility for:

- All examination-related processes and procedures at their academy are conducted in accordance with the JCQ Instructions for Conducting Examinations;

- Ensuring all suspected or actual incidents of malpractice are reported in line with the JCQ guidance on suspected malpractice in examinations and assessments;

- Approval of final examination entries; and
- Approval of post-results requests, including reviews of marking.

2.2 Exams officer

The Exams officer is responsible for the administration of internal and external exams. They:

- Advise the senior leadership team (SLT), heads of department, subject teachers, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies

- Oversee the production and distribution of a calendar for exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates

- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them

- Prepare and disseminate a Student Examination Handbook including all 'JCQ Information for Candidates' documents prior to the first examination series in the academic year

- Maintain systems and processes to support the timely entry of candidates for their exams

- Receive, check and store securely all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines

- Working with the SENCO to process any necessary applications in order to gain approval (if required)

- Administer access arrangements and make applications for special consideration following the regulations in the relevant JCQ guidance.

- Identify and manage exam timetable clashes

- Account for income and expenditures relating to all exam costs/charges

- Organise the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams

- Ensure candidates' coursework/ non-examination assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies

- Support with the submission and return of coursework/ non-examination assessment

- Arrange for dissemination of exam results and certificates to candidates

- Process any post-results service requests

- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance, on suspected malpractice in examinations and assessments

2.3 Deep experience lead

The deep experience lead is responsible for:
- Directing the workload of and actively supporting the data and exams officer

- Understanding the JCQ regulations and have a working knowledge of the examination processes

- Liaising with staff to ensure that the necessary coursework and/or non-examination assessments are completed on time and in accordance with JCQ guidelines

- Advising the data and exams officer of any changes to the academy curriculum and exams specifications

2.4 Heads of department

Heads of department are responsible for:
- Advising the data and exams officer of entries and amendments for their subjects in accordance with deadlines
- Guiding candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry mark sheets, and adhering to deadlines as set by the data and exams officer
- Ensuring that internally assessed marks are communicated to candidates in advance of the awarding bodies submission deadline (recommended 2 weeks prior) to ensure sufficient time for any internal appeal requests
- Collation and verification of any internal assessed marks associated with their subject and timely submission to the data and exams officer
- Preparation of any sample requests and associated paperwork/declarations
- Identification of potential post results requests
- Understanding the JCQ regulations and any exam requirements associated to their subjects' specifications

2.5 Subject directors

Subject directors are responsible for:
- Liaising with heads of department regarding exam entries and amendments for their subject in accordance with deadlines
- Understanding the JCQ regulations and any exam requirements associated to their subjects' specifications
- Liaising with the head of department to ensure that the necessary coursework and/or non-examination assessments are completed on time and in accordance with JCQ guidelines

2.6 Teachers

Teachers are responsible for:
- Supplying information to the head of department to support exam entries
- The marking of coursework and non-examined assessment
- Supporting with the preparation of any sample requests and associated paperwork/ declarations
- Communicating the internally assessed marks to candidates

2.7 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Identifying and testing candidates for access arrangements and notifying the data and exams officer in accordance with published deadlines to ensure they can put exam arrangements in place
- Working with the data and exams officer to process any necessary applications in order to gain approval (if required)
- Working with the data and exams officer to provide the access arrangements required by candidates in exam rooms

2.8 Invigilator(s)

The invigilator(s) are responsible for:

- Supporting the data and exams officer to ensure exams run efficiently and in accordance with JCQ regulations

2.9 Candidates

Candidates are responsible for:

- Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications

The qualifications offered at the academy are decided by the subject directors in consultation with the senior director of curriculum and approved by the executive team.

The types of qualifications offered are GCSEs and equivalent vocational qualifications.

The deep experience lead is to complete a qualification audit each academic year to outline the KS4 qualifications being offered. This is to be updated to reflect any changes and must be shared with the data and exams officer.

Decisions on whether a candidate should be entered for a particular subject will be made by head of centre.

4. Exam series

The schedule for all internal assessments is approved by the executive team and made available to staff via the STEPs calendar. These assessments are taken in external exam conditions.

External exams and assessments are scheduled in November (GCSE resits only), January/February and May/June.

5. Exam timetable

The data and exams officer will circulate the exam timetables to all candidates for internal and/or external exams at a specified date before each series begins. Candidates are to receive a revised exam timetable following any amendments to entries.

The data and exams officer will circulate an overarching centre examination timetable to senior leaders at the earliest opportunity.

6. Entries

6.1 Entries

A course specific exam entry proforma (see appendix 1) must be completed by the head of department and provided to the data and exams officer by the end of the second week in the academic year. The purpose of the proforma is to aid planning for the year, to enable requests from awarding bodies for estimated entries in respect of pre-release materials to be actioned and to ensure as far as possible, the risk to entries being missed/late fees being incurred, is minimised. It is essential that the correct information is provided about specification, subject award codes, unit codes, tier and an estimated number of entries for each level for any and all external examinations/assessments for which candidates will be entered during the academic year.

Entry deadlines are circulated by the data and exams officer to senior leaders and heads of department via email. As the entry deadline for each series approaches heads of department will be required to provide final entry information against candidate names.

The data and exams officer will create Bromcom-generated exam entry marksheets either at class level or whole cohort level depending on the subject. These marksheets are to be created based on the entry codes provided on the proforma for the series. These will be issued to heads of department to quality assure entry codes and to indicate which candidates require an entry and tier of entry, if applicable. Should there be a requirement to discuss a re-sit opportunity for a candidate, this decision will be made by heads of department in consultation with the subject director where applicable and the head of centre.

Once these marksheets have been completed in accordance with internal deadline, the data and exams officer will input the entry information into Bromcom. A final copy will then be provided to the heads of department for quality assurance and must be signed and returned to the data and exams officer to confirm accuracy.

The data and exams officer will provide the head of centre with an overview of all entries for the series, by cohort via an exam entry broadsheet. The head of centre is to meet with the deep experience lead to discuss and finalise entries. If there are no amendments the head of centre will sign to confirm approval. If there are any changes, these must be communicated to the data and exams officer by the head of centre in writing in advance of exam entry deadlines. An updated entry broadsheet will then be issued to the head of centre for final approval.

If candidates or parents/carers have any concerns regarding subject entry, change of tier or withdrawal they are to contact the data and exams officer who will liaise with the relevant centre staff.

The centre does not accept entries from private candidates.

6.2 Late entries

Any late entries must be raised with and approved by the head of centre. Following approval these must be communicated to the data and exams officer to process.

6.3 Amendments

The data and exams officer will communicate the relevant amendment deadline dates to senior leaders and heads of department to enable changes to be made without incurring financial penalty. Any amendments to entries, including tier changes and withdrawals must be approved by the head of centre.

7. Exam fees

The data and exams officer will share all entry deadlines well in advance of each exam's series with senior leaders and heads of department.

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.

Exam entry fees and any re-sit fees are paid by the centre.

Fee reimbursements may be sought from candidates if they fail to sit an exam without medical evidence or evidence of other mitigating circumstances.

8. Equalities

All staff must ensure that they meet the requirements of any equality legislation.

Academies must comply with legislation, including making reasonable adjustments to the service provided to candidates in accordance with the requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the head of centre. The equality and diversity policy can be found here:

LINK

9. Access Arrangements

A candidate's access arrangements requirement is determined by the SENCO. Students will be screened to identify requirements for any additional testing by a specialist assessor/ SENCO (if applicable). The tests should be organised and administered by the inclusion coordinator (see appendix 2).

Access arrangements applications are to be submitted by the relevant published JCQ deadline. A separate application must be submitted to Pearson for any BTEC or functional skills qualifications. The SENCO is responsible for ensuring there is appropriate evidence/

consent for a candidate's access arrangement and a file is maintained for inspection purposes. Centres are required to have a word processor statement (see appendix 3).

The SENCO will produce and maintain a list of candidates with JCQ approved and centre delegated access arrangements outlining what individual candidates will need during the course and in any assessments/exams. This list is to be shared with subject teachers and data and exam officers to ensure that the centre meets the needs of the candidate.

Operational organisation of access arrangements, including invigilation, logistics, rooming, timings and ICT requirements will be organised by the data and exams officer. Deployment of any internal support staff to facilitate access arrangements is to be organised by the data and exams officer in conjunction with the SENCO.

All regulations for access arrangements must be adhered to, as defined in the JCQ access arrangements regulations.

10. Exam Contingency

The centre must have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration to ensure compliance with the JCQ general regulations. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process. By outlining actions/procedures to be followed, in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process. Each academy has a Health & Safety policy, this outlines the evacuation procedure, which must be followed alongside the examinations emergency evacuation plan.

Further information is provided in appendix 4 and 5.

11. Managing invigilators

Internal/ external staff will be used to invigilate both internal/ external exams and assessments.

The data and exams officer is responsible for assessing the invigilation requirements for the exams, the allocation of invigilators in accordance with the JCQ ratios and identifying any recruitment needs where there is a shortfall. The data and exams officer will then inform the head of centre of any recruitment needs. The head of centre will then liaise with the business services lead and senior business manager to organise recruitment.

- The recruitment of invigilators is the responsibility of the business services lead.
- Invigilators require Disclosure and Barring Service (DBS) checks and the academy business services lead is responsible for obtaining these.
- DBS fees are paid by the centre.
- Invigilators rates of pay are set by Denton Community College
- Invigilators are timetabled, trained (using the trust's approved training provider) and briefed by the data and exams officer.
- All invigilators must complete relevant annual training prior to being involved in any external exams. Additional training must be undertaken by those invigilators

who supervise candidates with an access arrangement. A record of all training which has been conducted must be kept on file for JCQ inspection purposes.

12. Malpractice/Maladministration

This policy sets out to define the procedures to be followed in the event of any dispute or allegation against staff/candidates in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the centre and marked externally.

The head of centre is responsible for ensuring that all suspected malpractice/maladministration is thoroughly investigated to protect the integrity of the centre and the qualifications. This process may be delegated to a member of the senior leadership team and supported by the data and exams officer.

12.1 Staff Malpractice/Maladministration

Definitions of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications.

- Tampering with candidates' work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance, where the support has the potential to influence the outcomes of assessment
- Fabricating assessment and/or internal verification records or authentication statements
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Falsifying records/certificates, for example by alteration, substitution, or by fraud

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

The following are examples of malpractice by staff with regard to examinations.

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place
- Facilitating or allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as a scribe, assistance is permissible up to the point where the support has the potential to influence the outcome of the assessment

This list is not exhaustive and other instances of malpractice may be considered by the centre at its discretion.

Definitions of Maladministration

The following are examples of maladministration by staff:

- Failing to ensure that candidates' controlled assessment, coursework, non-examination assessment or work to be completed under controlled conditions is adequately completed and/or monitored and/or supervised

- Failure, on the part of the head of centre, to adhere to awarding body specification requirements in the delivery of non-examination assessments, Endorsements and other projects required as part of a qualification.

- Failure to adhere to awarding body key dates and deadlines relating to the delivery of examinations and assessments (such as those relating to the return of scripts, reporting of internal assessment marks/grades, making entries/claims, and Head of Centre declarations)

- Failure to use the correct tasks/assignments for assessments

- Failure to train invigilators and those facilitating access arrangements adequately, e.g. readers and scribes, leading to non-compliance with the JCQ documents

- Failure to invigilate examinations in accordance with the JCQ document Instructions for conducting examinations

- Failure to have on file for inspection purposes appropriate evidence, as per the JCQ document Access Arrangements and Reasonable Adjustments, to substantiate approved access arrangements processed electronically using the Access arrangements online system

- Granting access arrangements to candidates who do not meet the requirements of the JCQ document Access Arrangements and Reasonable Adjustments

- Granting access arrangements to candidates where prior approval has not been obtained from the access arrangements online system or, in the case of a more complex arrangement, from an awarding body

This list is not exhaustive and other instances of maladministration may be considered

Staff Malpractice/Maladministration Procedure
The head of centre is responsible for the identification and designation of a member of staff to conduct the investigation into any suspected malpractice/maladministration. The designated member of staff must ensure the initial investigation is carried out promptly in accordance with the JCQ or awarding bodies specific regulations. Support will be given by the HR function if required. The investigation will involve establishing the full facts and circumstances of any alleged malpractice/maladministration and will follow the trust disciplinary procedures. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:
- informed in writing of the allegation made against him or her

- informed what evidence there is to support the allegation

- informed of the possible consequences, should the allegation be proven

- given the opportunity to consider their response to the allegations

- given the opportunity to submit a written statement

- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies

Staff Malpractice/Maladministration Sanctions

Where a member of staff is found guilty of malpractice/maladministration, the head of centre/trust may impose the following sanctions or other sanctions detailed in the disciplinary policy:

- Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
- Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
- Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
- Dismissal: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the Appeals Policy.

12.2 Candidate Malpractice

Definitions of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications:

- Plagiarism: the copying and passing off as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's own
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate have been specifically told not to use
- The fabrication/alteration of any results or evidence documentation
- Deliberate destruction of another candidate's work

- False declaration of authenticity in relation to the contents of a portfolio or coursework

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she may be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations.

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the awarding body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers to, or accepting notes or papers from another candidate
- Impersonation by pretending to be someone else or arranging for another to take one's place in an examination
- Causing disruption in an examination room

This list is not exhaustive and other instances of malpractice may be considered by the centre at its discretion.

Candidate Malpractice Procedure

A briefing will be held with candidates prior to an examination season in which best practice to avoid any suspected malpractice will be discussed.

Candidates will also receive the information/warning for candidates (JCQ documentation) which will outline the regulations to which they must adhere to in order to avoid any potential malpractice.

Any suspected incidents of malpractice during an examination/non-examination assessment/coursework will be reported to the awarding body for consideration and to impose sanction/penalty. The data and exams officer or deep experience lead will be responsible for collating any evidence/statements.

If a candidate is suspected of malpractice, they will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement

- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal. Appeals will be conducted in accordance with the awarding body appeals process.

13. Exam days

The data and exams officer will book all exam rooms after liaison with other users and ensure these are set up in accordance with the examination room requirements as detailed in the JCQ ICE regulations.

The question papers will be removed from the secure storage in accordance with the timings outlined in the JCQ ICE regulations to prepare papers for additional rooming, access arrangements and alternative site. A second pair of eyes check must be conducted and documented prior to any question packets being opened. The papers must be transported to the examination rooms in their original script packaging or other sealed method and must not be left unattended. The question papers, other exam stationery and materials will be made available to the invigilators.

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance.

A member of the senior leadership team will start all exams (in the main exam room) in accordance with JCQ guidelines. The JCQ suggested wording script must be used to start the exams in all examination rooms.

Senior staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Papers will be made available to heads of department/directors 24 hours after the awarding body published finishing time. Any earlier release of papers must be approved in advance by the executive team, however must still be in accordance with the JCQ regulations.

After an exam, the data and exams officer will:

- Collate the question papers and complete the attendance register
- Compile the relevant paperwork to maintain a record of the exam (seating plans, attendance register, examination room invigilator record, dispatch logs)
- Maintain the security of script packages prior to collection

14. Candidates

The data and exams officer will issue candidates with relevant information in advance of each exam series.

Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the academy accepts no liability for any loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of any prohibited items as detailed on the JCQ poster, which must not be taken into the exam room.

Disruptive candidates are dealt with in accordance with the behaviour policy and/or JCQ guidelines. Candidates are expected to stay for the full exam time.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The data and exams officer is responsible for handling late or absent candidates on exam day.

The data and exams officer will be responsible, in the event of a timetable variation for arranging supervision of candidates, identifying a secure venue and arranging overnight supervision for any clash candidates.

15. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for notifying a member of staff, this information must be reported to the data and exams officer.

The candidate must support any special consideration claim with appropriate evidence.

The data and exams officer will process a special consideration application to the relevant awarding body by the published deadline for the exam series.

16. Results and certificates

Candidates will receive individual results slips on results days. The results slip will be in the form of a centre-produced document. These must be signed for by the candidate on collection. Result slips will only be issued to a third party (including parents) with signed written consent from the candidate. If candidates wish to receive their results via email or post then this must be arranged with the data and exams officer in advance of the results day.

Arrangements for the centre to be open on results days are made by the head of centre and relevant site staff.

The provision of the necessary staff on results days is the responsibility of the head of centre.

Dates of results days each year will be publicised for all candidates through the school website and letters home.

16.1 Enquiries about results (EARs)

EARs may be requested by centre staff or the candidate following the release of results in accordance with the NET Post Results Flowchart (see appendix 6) and recorded in the NET Post Results Tracker.

A request for a review of marking or clerical check requires the written consent of the candidate (using the adapted EAR form include supplementary ATS consent, see appendix 7). A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

The cost of EARs will predominantly be paid by the centre.

All decisions about whether to make an application for an EAR must be approved by the head of centre and processed in accordance with the JCQ published deadlines for the post results service.

If a candidate's request for an EAR is not supported, the candidate may appeal and the academy will respond by following the process in its internal appeals procedure document.

All processing of EARs will be the responsibility of the data and exams officer, following the JCQ guidance. Candidates must be informed of the outcomes of any EARs by the data and exams officer.

16.2 Access to scripts (ATS)

After the release of results, candidates may request the return of written exam papers. Centre staff may also request scripts for investigation or for teaching purposes. All ATS requests must be recorded on the NET Post Results Tracker and the consent of candidates must be obtained prior to processing.

Applications for EARs cannot be submitted once an original script has been returned.

The data and exams officer is responsible for processing requests for ATS.

The cost of ATS where applicable will be paid by the centre.

16.3 Certificates

Candidates will receive their certificates
- in person at the centre
- collected and signed for

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre is required to retain certificates for 12 months. Centres may destroy any unclaimed certificates by a secure method (for example by shredding or incineration) after holding them for a period of 12 months from the date of issue. A record of all certificates

destroyed by a centre should be kept for a further period of four years from the date of their destruction.

Any queries concerning the destruction or secure disposal of unclaimed certificates should be directed to the awarding body that issued the certificates.

A new certificate will not be issued by an awarding body. A certified statement of results may be issued if a candidate agrees to pay the costs incurred.

17. Internal Verification

Introduction

It is essential that assessment decisions are in line with the qualification standards. The internal and external verification process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is fair, accurate, reliable and recorded.

In order to do this, the centre will ensure that:
- A Lead Internal Verifier is appropriately appointed for each subject area, is registered with the relevant awarding body and has undergone the necessary standardisation processes, if required by the qualification/awarding body
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Summative internal verification must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a subject teacher/leader is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented
- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- All assessment evidence, which has been internally verified, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

18. Student Internal Appeals Policy

Introduction

This policy addresses the situation where students may wish to enquire, question or appeal against a mark he/she has received for an assessment. It aims to attempt to reach an agreement between the learner and the assessor at the earliest opportunity and to protect the interests of all learners and the integrity of the qualification. Any appeals will be standardised and recorded to ensure openness and fairness. This policy facilitates a learner's ultimate right of appeal to the awarding body, where appropriate.

Policy Statement

All students have the right to request a review of any marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the procedure below:

Stage 1: Informal
- If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason/grounds they wish to appeal.
- The member of staff has a responsibility to explain to the candidate why he/she received the awarded mark.

Stage 2: Review
- If the student is not satisfied with the explanation, the piece of work will be reviewed by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review.
- The assessor will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of a review questions the validity of other results.
- The student will be informed of the outcome of the review in writing.

Stage 3: Appeal
- If the student wants to continue the appeal, he/she needs to contact the deep experience lead to request a review by the head of centre.

Stage 4: External Appeal
- If the student wants to continue the appeal, he/she needs to contact the data and exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The data and exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student within 5 working days of the students' request.
- A student must have the support of the centre to be able to appeal against a result.

Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

Access

The centre endeavours to ensure that students are made aware of the existence of this policy at the induction of a course/qualification and have open access to it. All staff are

made aware of these policies and how to access them in order that students can be supported.

19. Controlled Assessment and Non-Examination Assessment Policy

Introduction

It is a requirement of the Joint Council for Qualifications (JCQ) that all examination centres have a policy for controlled assessment and non-examination assessment.

Controlled assessment is the form of internal assessment that has largely replaced GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications.
Non-examination assessment is the form of measuring subject-specific knowledge and skills that cannot be tested by timed written papers, therefore any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA), this includes but is not limited to internal assessment.
The assessments have different levels of control that apply (Low, Medium or High) at each stage of the assessment process: task setting, task taking and task marking and these are clearly explained in the specification for the course. In some subjects, the awarding body will mark work. For most subjects, however, work will be marked by the centre and moderated by the awarding body.

This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessment and non-examination assessment.
Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

19.1 Subject directors

- Determine the specific awarding body and specification to be used in consultation with the senior director of curriculum and approved by the executive team.
- Are accountable for the safe and secure conduct of assessments.
- Ensure assessments comply with the JCQ guidelines and awarding bodies' subject specific instructions.
- Within the constraints of the curriculum model, subject directors determine the timing of assessments throughout the course. A formal plan for the conduct of controlled assessments / non-examination assessments is to be created and communicated accordingly to the relevant staff.
- Quality assure the standardisation of marking for internally assessed components.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

19.2 Head of centre

- Accountable for the safe and secure conduct of assessments.

- Ensure assessments comply with the JCQ guidelines and awarding bodies' subject specific instructions.
- Ensure that any appeals are dealt with in accordance with the internal appeals policy.

19.3 Deep experience lead

- Supporting the safe and secure conduct of assessments. Ensure assessments comply with the JCQ guidelines and awarding bodies' subject specific instructions.
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of assessments;
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school, etc).
  - Ensure that all staff involved have a calendar of events.

19.4 Heads of department

- Understand and comply with the general guidelines contained in the JCQ publications Instructions for conducting controlled assessments and non-examination assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to conducting assessments.
- Ensure that individual teachers understand the requirements of the awarding bodies specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Supply to the data and exams officer details of all unit codes for assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- When assessment tasks cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be undertaken.
- Ensure that internal assessed marks are communicated to candidates in advance of the awarding bodies submission deadline (recommended 2 weeks prior) to ensure sufficient time for any internal appeal requests.
- Provide the data and exams officer with final marks for internally assessed work in advance of the awarding body published submission deadlines. Timely preparation of any sample requests and associated paperwork/declarations for dispatch.

19.5 Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments and non-examination assessments.
- Understand and comply with the awarding bodies specifications for conducting assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding bodies website.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.

- Ensure that students understand their responsibilities with regard to completing assessments, as outlined in the relevant JCQ Information for candidates' documentation.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Retain candidates' work securely between assessment sessions (if more than one).
- Communicate the internal assessed marks to candidates.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Liaise with the SENCO for any assistance required for the administration and management of access arrangements.

19.6 Data and exams officer

- Enter students for individual units, whether assessed by controlled assessment, non-examination assessment, external examination or on-screen test, before the awarding bodies deadlines for final entries.
- Where confidential materials are received directly by the examinations office, to be responsible for the receipt, safe storage and safe distribution whether in hard copy or CD/DVD format.
- Liaise with the head of department to collate final internal assessed marks and submit via the awarding bodies secure site in line with the relevant deadlines.
- Keep a record of each sample dispatch, including the recipient details and the date and time sent.

19.7 SENCO

- Ensure identification and testing of those students who may be eligible for access arrangements.
- Collaborate with teaching staff to ensure that appropriate access arrangements are in place for eligible students and any requirements for support staff are met.

20. Access to Fair Assessment Policy

Statement of Assessment

The academy aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.

The centre will endeavour to ensure that assessment methodology is valid, reliable and is implemented in a way which is fair and non-discriminatory so not to disadvantage or advantage any group of learners or individuals.

This assessment policy is based on the concepts of equality, diversity, clarity, consistency, openness and to national standards.

This policy aims to ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:
- Ensure that learners' work/evidence is assessed fairly in line with qualification standards and requirements set out by the awarding body
- Ensure that teachers involved in the delivery and assessment are fully trained
- Ensure that learners are provided with assignments and resources that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Ensure learners are given appropriate assessment opportunities during the course with feedback provided on the quality of work
- Maintain accurate and detailed records of assessment decisions and ensure they are impartial, valid and reliable
- Provide samples for standards verification as required by the awarding body
- Monitor standards verification reports and undertake any remedial action required
- Share good assessment practice between staff
- Clearly communicate learning outcomes, performance criteria and other significant elements of learning and assessment at the outset of the course and when assignments are set
- Ensure that access arrangements and special considerations are pursued where necessary with the relevant awarding body

Access

The centre endeavours to ensure that students are made aware of the existence of this policy at the induction of a course/qualification and have open access to it. All staff are made aware of these policies and how to access them in order that students can be supported.

21. Registration and Certification (BTEC)

Introduction

The centre will ensure that all learners who are completing BTEC qualifications have a valid registration for the correct programme. Following the completion of the course the centre must process timely certification claims. All registrations and certification claims must be made in accordance with the awarding body published timescales.

In order to do this, the centre will:
- Register each learner in accordance with the awarding body requirements and within the published timescales
- Provide a mechanism for heads of department to check the accuracy of learner registrations prior to key dates
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body

- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

22. Artificial Intelligence

The inappropriate use of AI tools in relation to qualification assessments constitutes malpractice. The centre must ensure that all candidates act with integrity when being assessed. The centre does not expect candidates to use AI to generate assessment answers, unless explicitly told that they may or must do so.

We will explain the importance of candidates submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parent/carers the risks of malpractice.

An inappropriate use of AI could be deemed as:

- **Plagiarism** – as you are relying on a source that you have not identified
- **Commissioning** – as you are relying on work produced by another person i.e. the company who owns the AI software
- **Fabrication** – if the AI makes up data that you then rely on

The full JCQ publication regarding Artificial Intelligence Use in Assessments: Protecting the Integrity of Qualifications can be found at

[**https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf**](https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf)

This document covers all areas including

- what AI is
- the risks of using it
- what AI misuse is
- how this will be treated as malpractice
- when it may be used and how it should be acknowledged

23. Conflict of Interest

The academy is committed to maintaining the highest standards of integrity and ethical conduct in all aspects of our operations. As part of this commitment, the academy has adopted a conflict of interest policy in accordance with the regulations provided by the JCQ. This policy is designed to ensure that all staff are aware of and adhere to the principles of trust, transparency, impartiality and accountability when dealing with situations that may present a conflict of interest.

A conflict of interest arises when an individual's personal interests or obligations, whether financial, familial, or otherwise, may compromise, or appear to compromise, their ability to make impartial and objective decisions in the best interest of the academy, its students, or its stakeholders. Please also refer to the conflicts of interest section of the JCQ General Regulations for approved centres.

All staff members, including teaching and administrative staff, are required to promptly disclose any potential conflicts of interest to the head of centre. This disclosure should include all relevant details about the conflict, such as the nature of the conflict and the potential impact on the school.

Upon receiving a disclosure of conflict of interest, the head of centre will assess the situation to determine its significance and potential impact. The academy may take the following actions, as deemed appropriate.

- Remove the individual from decision-making processes related to the conflict.
- Seek advice from an independent and impartial third party.
- Implement measures to mitigate the conflict.
- Consider whether the conflict is significant enough to warrant disciplinary action, up to and including termination of employment.

All disclosures and related discussions regarding conflict of interest will be handled with the utmost confidentiality to the extent permitted by law.

Where required, conflict of interest disclosures and resolutions will be reported to the awarding body in advance of the published deadline for entries for each examination series. The academy will maintain records of all conflict of interest disclosures and resolutions, the head of centre must ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. All records will be maintained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

The policy and its effectiveness will be reviewed periodically to ensure ongoing compliance with JCQ regulations.

24. Monitoring and review

The executive team are responsible for ensuring that this policy is reviewed annually to ensure compliance with the most up to date JCQ regulations.

Appendix 1. Exam Entry Proforma

1. GCSE qualifications

EXAMINATION ENTRIES AUDIT (GCSE)

To: Heads of Department			From:	
Please complete & return by:			***Please use a separate sheet for each qualification***	

The purpose of this request is to aid planning for the year; to enable requests from awarding bodies for estimated entries in respect of pre-release materials to be actioned; and to ensure as far as possible, the risk to entries being missed/late fees being incurred, is minimised. It is <u>essential</u> that I have the correct information about specification, subject award codes, unit codes, tier and an estimated number of entries for each level for any and all examinations/assessments for which candidates will be entered during this year. As the entry deadline for each series approaches you will be asked to provide final entry information against candidate names.

DETAILS OF QUALIFICATION BEING DELIVERED FOR EXAMINATION/ASSESSMENT DURING THE ACADEMIC YEAR 2022/23

Qualification Type	Awarding Body	Specification Title/QAN Code	Specification Code	No. of Components / Papers	Subject Award Entry Code(s)	Pre-release Material	Indicate any NEA/CA unit(s)
Example: *GCSE*	*AQA*	*French GCSE 9-1 / 601/8157/6*	*8658*	*4*	*8658F* *8658H*	*No*	*8658/SF* *8658/SH*
Insert your qualification information below *(Please note for linear entry qualifications a single entry is all that is needed for examination papers and certification)*							

		Entry information for estimated number of candidates - use a separate row for each tier, year group etc				
		Tier (if applicable)	**Subject Award (No of entries)**	**Year group**	***HOD Notes/Comments***	***For Exams Officer Use: Notes/Comments***
Estimates for NOVEMBER entries						
Estimates for SUMMER entries						

Signed HOD			Date	

2. BTEC Tech Award qualifications

EXAMINATION ENTRIES AUDIT (BTEC Tech Award 2022 Specs Only)

To: Heads of Department		From:	
Please complete & return by:		***Please use a separate sheet for each qualification***	

The purpose of this request is to aid planning for the year and to ensure as far as possible, the risk to entries being missed/late fees being incurred, is minimised. It is <u>essential</u> that I have the correct information about specification, subject award/cash-in codes, unit codes and an estimated number of entries for each examination/assessments for which candidates will be entered during this year. As the entry deadline for each series approaches you will be asked to provide final entry information against candidate names.

DETAILS OF QUALIFICATION BEING DELIVERED FOR EXAMINATION/ASSESSMENT DURING THE ACADEMIC YEAR 2022/23

Qualification Type	Awarding Body	Specification Title/QAN Code	Registration Code	Unit/ Comp 1 Entry Code	Unit/ Comp 2 Entry Code	Unit/ Comp 3 Entry Code	Unit/ Comp 4 Entry Code	Subject Award Code (cash in)	Pre-release Material	Indicate any NEA/CA or Internally Assessed unit(s)
***Example:** BTEC*	*Pearson*	*Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (2022) / 603/7047/6*	*RHS3*	*BHS01*	*BHS02*	*Code not released yet- as first entry Jan 2024*	*N/A*	*Code not released yet- as first certification Jan 2024*	*Yes*	*Unit 1 & 2*
Insert your qualification information below *(Please note the Subject Award/Cash in code must be submitted at the point of certification, if applicable to the course to enable the aggregation of unit results to generate an overall grade)*										

		Entry information for estimated number of candidates - use a separate row for each tier, year group etc						
		Unit/ Comp 1 (No of entries)	Unit/ Comp 2 (No of entries)	Unit/ Comp 3 (No of entries)	Unit/ Comp 4 (No of entries)	Subject Award (No of entries)	Year group	HOD Notes/Comments	*For Exams Officer Use: Notes/Comments*
Estimates for DECEMBER/JANUARY entries									
Estimates for MAY/JUNE entries									

Signed HOD		Date	

3. Vocational qualifications

EXAMINATION ENTRIES AUDIT (Vocational)

To: Heads of Department	From:
Please complete & return by:	***Please use a separate sheet for each qualification***

The purpose of this request is to aid planning for the year and to ensure as far as possible, the risk to entries being missed/late fees being incurred, is minimised. It is <u>essential</u> that I have the correct information about specification, subject award/cash-in codes, unit codes and an estimated number of entries for each examination/assessments for which candidates will be entered during this year. As the entry deadline for each series approaches you will be asked to provide final entry information against candidate names.

DETAILS OF QUALIFICATION BEING DELIVERED FOR EXAMINATION/ASSESSMENT DURING THE ACADEMIC YEAR 2022/23

Qualification Type	Awarding Body	Specification Title/QAN Code	Specification Code	Unit/ Comp 1 Entry Code	Unit/ Comp 2 Entry Code	Unit/ Comp 3 Entry Code	Unit/ Comp 4 Entry Code	Subject Award Code (cash in)	Pre-release Material	Indicate any NEA/CA or Internally Assessed unit(s)
Example: *BTEC*	*Pearson*	*Pearson Btec Level 1/Level 2 Tech Award in Health & Social Care / 603/0395/5*	*Insert centre approved BTEC registration code*	*21115K(2) 21116K(1)*	*21113K(2) 21114K(1)*	*21117K(2)*	*N/A*	*Insert centre approved BTEC registration code*	*No*	*Unit 1 & 2*

Insert your qualification information below
(Please note the Subject Award/Cash in code must be submitted at the point of certification, if applicable to the course to enable the aggregation of unit results to generate an overall grade)

		Entry information for estimated number of candidates - use a separate row for each tier, year group etc							
		Unit/ Comp 1 (No of entries)	Unit/ Comp 2 (No of entries)	Unit/ Comp 3 (No of entries)	Unit/ Comp 4 (No of entries)	Subject Award (No of entries)	Year group	**HOD Notes/Comments**	***For Exams Officer Use: Notes/Comments***
Estimates for NOVEMBER entries									
Estimates for JANUARY/FEBRUARY entries									
Estimates for SUMMER entries									

Signed HOD		Date	

Electronic copies of the proforma can be obtained via the NET central data team or from the central Data and Exams Officers shared drive.

Appendix 2. Access Arrangements Timeline

Date/Time	Action	Person Responsible	Notes
June/July - Year 9	Whole year screening with Lucid	Tests organised by the Inclusion Coordinator.	
	Analysis of Lucid screening	Analysis undertaken by SENDCo to inform further testing requirements.	General note below SS84 students should have further testing (CTOPPS). Also consider knowledge of students if you think the Lucid testing may not be accurate. If there is an anomaly in one part of the Lucid results, further investigation is needed.
	Results recorded in AA spreadsheet	Inclusion administrator transfers Lucid results into AA spreadsheet.	
September Y10	CTOPPs testing begins	Inclusion Coordinator organises an assessor to complete additional testing/ CTOPPs testing of students identified by SENDCo. Assessor records results in AA spreadsheet.	
October/November Y10	Analysis of additional testing	SENDCo analyses additional testing to decide which students qualify for access arrangements. AA spreadsheet updated with AA applied for.	
	Data protection sheets completed	Inclusion Coordinator organises students to complete data protection sheets.	Data protection sheets must be completed before any Form 8 is submitted to JCQ.
	NWOW Audit	Inclusion Coordinator organises TA's/Teachers to complete a NWOW sheet for each student application.	

Date/Time	Action	Person Responsible	Notes
	Details of coloured papers passed to SENDCo	Inclusion Coordinator supplies a list of coloured paper/scribe/word processor/small venue requirements to SENDCo. SENDCo produces a file note for AA file to evidence this is the students NWOW.	
	Form 8's completed ready for submission to JCQ	Inclusion administrator completes generic student details to Form 8. SENDCo completes the remainder of Form 8, signs it, and submits to JCQ.	All evidence from testing and copy of Form 8 must be filed in the AA folder for that particular year. Order in file: Data Protection form/ Form 8/ Testing and Teacher Evidence
November Y10	QA of AA file	SENDCo QA's AA file to ensure all evidence is recorded in file. A front sheet must be added to summarise the AA requirements.	It is essential the expiry date of each AA is recorded on the front sheet.
	AA communicated with students and parents	Inclusion administrator sends letters home to parents of students who qualify for AA under the direction of the SENDCo.	
December Y10	AA communicated with Exam officer, SLT & FL's	Final list of AA arrangements distributed. They must be applied to all Step assessments and formal exams throughout the rest of Y10/Y11.	Students trained in AA and refresher in Yr 11
		Operational organisation of AA (staffing, logistics, rooming, timings, ICT requirements) organised by Exam Officer for all Step and formal examinations.	
		FL's responsible for ordering sufficient copies	

Date/Time	Action	Person Responsible	Notes
		of Step assessments (including those with coloured or modified papers).	
Y11	Students receive training	SENDCo delivers training to Y11 students who qualify for AA	HBO has prepared training
September Y12	Reassessment of sixth form AA	Exam Officer/ Post 16 Learning Manager provides SENDCo with a list of students who are attending sixth form. SENDCo must ascertain which students have previously received AA and the process must be redone prior to the expiry of GCSE AA or the students first formal exam.	New Data Protection Forms to be signed prior to re-application

Appendix 3. Word Processor Statement

The following are the requirements laid down by this centre for candidates who require the use of a word processor in JCQ public examinations or controlled assessments:

- If a candidate believes they should be using a word processor for their examinations or controlled assessments they must first speak with SEND Team. The use of a laptop will only be granted to a student if it is appropriate to their needs and approved by the SEND Team
- If the SEND team agree that a word processor is acceptable for a candidate to use in their examinations or controlled assessments they must inform the data and exams officer and subject teachers by email
- The data and exams officer, once informed, will then add this to the special requirements section of Bromcom so it is recorded for public examination seasons. However, please note that the candidate may or may not wish to use the word processor on the day of the examination
- The subject teacher must make sure that the word processor is ready if the candidate wants to use this for their controlled assessment. However please note that the candidate may or may not wish to use the word processor on the day of the controlled assessment. Please note that word processors cannot be used in controlled assessments if prohibited for that unit or specification. If in doubt advice should be sought from the relevant awarding body by email to ask permission for use of word processor in that controlled assessment unit
- The centre requirement and recommendation for candidates regarding use of word processors in examinations or controlled assessments is that this is their normal way of working within class and will not hinder the candidate in completing the examinations or controlled assessments at any time
- Where possible, students taking year group, in class and other tests and assessments will have the opportunity to use a laptop, if one is available. There will be occasions, particularly during the STEP assessments and the summer exam series, where laptops may not be available to other year groups

This centre follows the JCQ rules from the access arrangements regulation book regarding the use of word processors noted below (to be reviewed annually):

- 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
- 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 braillers and tablets)
- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite 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
- Where required, ensure that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- 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

Appendix 4. Contingency Plan

Causes of potential disruption to the exams process

1. Data and exams officer extended absence at key points in the exam process
Criteria for implementation of the plan
Key tasks required for the management and administration of the exam process are not undertaken, including:
Planning
- annual exams plan not completed identifying essential key tasks, key dates and deadlines
- insufficient invigilators recruited/trained

Entries
- candidates are not entered for external exams/assessments
- awarding body entry deadlines are missed or late, or other penalty fees are incurred

Pre-exams
- timetabling, rooming allocation, invigilation schedules are not completed
- exam timetables and awarding body information is not available to candidates
- exam/assessment materials and candidates' work is not stored under the required secure conditions
- internal assessment marks and work samples are not submitted to awarding bodies/ external moderators

Exam time
- exams/assessments are not taken under the conditions outlined by the awarding bodies
- required reports/requests not submitted to awarding bodies during examination periods e.g. very late arrival, special consideration, suspected malpractice

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

Centre Actions
- Head of centre to nominate a suitable 'deputy' to cover the role/tasks
- The deputy to be given access to secure storage procedures, including usernames and passwords for exams websites
- Support and advice can be sought from the NET central data team.

2. SENCO extended absence at key points in the exam cycle
Criteria for implementation of the plan:

- Key tasks required in the management and administration of the access arrangements process are not undertaken, including:

Planning
- candidates not assessed to identify potential access arrangement applications
- 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
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates, not allocated and trained

Exam time
- access arrangement support not arranged for exam rooms

Centre Actions
- Head of centre to nominate a suitable 'deputy' to cover the role/tasks (Inclusion Coordinator)
- SENCO has a timetable of key dates in place that are adhered to and shared with the department
- Support and advice can be sought from the NET SEN Coordinator.

3. Teaching staff extended absence at key points in the exam cycle
Criteria for implementation of the plan

Key tasks not undertaken, including:

- Final entry information not provided to the data and exams officer, resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre Actions
In the absence of a head of department, head of centre to nominate a suitable deputy to cover the role/tasks.

4. Invigilators – lack of appropriately trained invigilators or invigilator absence
Criteria for implementation of the plan
- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Centre Actions
- Data and exams officer to check availability of other invigilators who said they were available for that slot
- Check if any trained staff are free or can be made available
- See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator

- Liaise with other local NET schools to identify if any invigilators from their centre can cover.
- Check with supply agencies to see if there are any suitably trained staff available.

5. Exam rooms – lack of appropriate rooms or main venues unavailable at short notice
Criteria for implementation of the plan

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

Centre Actions
- A clear rooming plan should be established at the beginning of the academic year
- If there is an emergency on an exam day, utilise free rooms
- If necessary, use an alternative venue in agreement with relevant awarding bodies, for our centre this will be St Thomas More RC College, Town Lane, Denton
- JCQ centre inspection service must be notified of a change in venue by submitting the JCQ alternative site form

6. Failure of ICT systems / Cyber Security Issue
- Criteria for implementation of the plan
- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time
- Cyber security issues leading to no access

Centre Actions
- Where possible, all exam entries should be made well in advance to avoid this issue
- Bromcom is backed up daily. Liaise with the ICT manager to gain access to server records via an alternative external system
- Contact awarding bodies and Bromcom for further advice
- In the event of an ICT failure or cyber security issue and access is not available on site an alternative venue will be sought, for our centre this will be St Thomas More RC College, Town Lane, Denton

7. Disruption of teaching time – centre closed for an extended period
Criteria for implementation of the plan
- Centre closed or candidates are unable to attend for an extended period of time during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre Actions
- Centre to communicate with parents, carers and students about the disruption to teaching time and plans to address this
- Appropriate work to be provided via academy channels
- If necessary, source an alternative location

- Students who will be sitting examinations shortly will be prioritised

8. Candidates unable to take examinations because of a crisis – centre remains open
Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre Actions
- Centre to communicate with the relevant awarding body to make them aware of the issue
- Centre to then communicate with parents/carers and candidates to make them aware of the solutions
- Liaise with awarding bodies and candidates to see if the examination can be sat at an alternative venue
- JCQ centre inspection service must be notified of a change in venue by submitting the JCQ alternative site form
- Offer candidates an opportunity to sit any examinations missed at the next available series
- Apply to awarding bodies for special consideration for candidates who have met the minimum requirements

9. Centre unable to open as normal during the exams period
Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre Actions
- Open for examinations and candidates only, if possible
- Where possible, organise an alternative venue in agreement with relevant awarding organisations
- JCQ centre inspection service must be notified of a change in venue by submitting the JCQ alternative site form
- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible
- Centre to inform awarding bodies of examinations to be affected

10. Disruption in the distribution of examination papers
Criteria for implementation of the plan
- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre Actions
- Communicate with awarding bodies to organise alternative delivery of papers

11. Disruption to the transportation of completed examination scripts
- Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre Actions
- Centre to communicate with the collection agency and relevant awarding body to arrange alternative collection.
- Ensure secure storage of examination scripts until collection

12. 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

Centre Actions
- Awarding bodies should be notified immediately and relevant paperwork completed
- Students, parents and carers to be informed by letter
- Awarding body generates candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding body in consultation with the regulators
- Candidates retake the assessment that has been affected at a subsequent assessment window, if possible

13. Centre unable to distribute results as normal
Criteria for implementation of the plan
- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre Actions
- Centre to contact awarding bodies regarding alternative options
- Make arrangements to print results at an alternative NET academy site
- Investigate alternative options to distribute the results to students such as via their secure school email
- Contact parents/carers and candidates, and post information on the academy website to inform them of the process to be followed

Contingency planning for exams administration is the responsibility of the head of centre and data and exams officer.

Appendix 5. Examinations Emergency Evacuation Plan

Issue
Emergency alert where an evacuation of the building or examination venue is necessary e.g. fire alarm, bomb scare, flooding and lockdown.

Actions
Remove candidates to defined evacuation area in accordance with Section 25 of the JCQ Instructions for Conducting Examinations regulations.

Criteria

In assessing whether to continue the examination, the following factors need to be taken into consideration:

- the length of time that has passed since the official start time
- whether the minimum time for remaining in the examination has passed to maintain the integrity of the examination
- the amount of time left to complete the examination(s)
- whether there is sufficient time to complete the examinations before another session starts
- whether continuing the examination take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time.

The head of centre, or their nominated deputy, should decide whether it is appropriate to continue the session using the criteria set out above. In making this decision, the Head of Centre, or their nominated deputy, must be satisfied that communication between candidates has not taken place outside of the examination room. **Only if completely satisfied that no communication whatsoever has taken place must candidates be allowed to continue the examination**.

If the session is to be abandoned, this will be either:

- because of consideration of the criteria above;
- because re-entry to the premises cannot be secured; or
- because the risk of communication between candidates, which would invalidate the examination, cannot be eliminated.

If the examination has to be abandoned:

- The data and exams officer should take the first opportunity to contact the awarding body and then seek to apply for Special Consideration for all the candidates affected.

Partially completed papers should be dispatched to the awarding body as usual, unless it is specifically requested that papers should not be submitted.

Appendix 6. NET Post Results Flowchart

Data and Examinations Officer to download results for students and distribute grades, raw marks and grade boundaries to Head of Centre and Head of Departments.

→

Head of Centre and Head of Departments (in consultation with Subject Directors) identify students for a potential review of marking.

→

Head of Department to provide a written list (email) of those students identified, along with the required service/component/unit to be reviewed to the Data and Examinations Officer.

Data and Examinations Officer to contact the student(s) to discuss the request and arrange for them to complete the relevant JCQ Candidate Consent Form. A separate form is to be completed per subject.

←

Data and Examinations Officer to compile requests into the NET Post Results tracker which are then to be approved by the Head of Centre.

Please note: Access to Scripts services do not require Head of Centre approval.

←

In the event of student/parent requests for a review of marking it must be communicated to the Data and Examinations Officer in writing with the relevant details (either by the parent/student or member of staff who receives the request).

Upon receipt of the JCQ Candidate Consent Form, the Data and Examinations Officer will then apply for the requested service via the examination board secure site.

→

Data and Examinations Officer to inform the student and Head of Centre of the outcome. They must also provide the outcome letter to the student.

→

Data and Examinations Officer to update Bromcom and results analysis templates in the event of any grade/mark changes. The NET Post Results tracker should also be updated once a review of marking is complete.

Please refer to the Post Results Services deadlines as detailed in the JCQ Publications.

Appendix 7. EAR Consent Form

<u>**Candidate consent form**</u>

Candidate number	Candidate name

Exam Board		Qualification Level	
Subject Title			
Component Details			

Clerical Re-check / Review of Marking / Appeals

The following information explains what may happen following a clerical re-check, a review of marking and any subsequent appeal.

If your school or college submits a request for a clerical re-check or a review of the original marking, and then a subsequent appeal, for one of your examinations after your subject grade has been issued, there are three possible outcomes:

- Your original mark is lowered, so your final grade may be lower than the original grade you received.
- Your original mark is confirmed as correct, so there is no change to your grade.
- Your original mark is raised, so your final grade may be higher than the original grade you received.

To proceed with the clerical re-check or review of marking, you **must** sign the form. This tells the head of your school or college that you have understood what the outcome might be, and that you give your consent to the clerical re-check or review of marking being submitted.

I give my consent to the head of my school or college to submit a clerical re-check or a review of marking for the examination(s) listed above. In giving consent I understand that the final subject grade and/or mark awarded to me following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded for this subject.

Signed: ....   **Date:** ....

Access to Scripts

☐   I consent to my scripts being accessed by my centre.

Tick ONE of the boxes below:

☐   If any of my scripts are used in the classroom, I do not wish anyone to know they are mine. My name and candidate number must be removed.

☐   If any of my scripts are used in the classroom, I have no objection to other people knowing they are mine.

Signed: .... **Date:** ....

This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.