KINGSBURY SCHOOL

Exams Policy

LOCAL LEVEL POLICY

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Policy compiled by Mr C Linster		Approved by the Local Governing Body: Signed: Kate Spencer Date: May 2026	
Signed: Martin Clarke On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: May 2029			

Date	Notes
May 2026	Policy revised by Chris Linster. Amendments made to language used throughout; clarification on policies required for inspection; cyber security training requirements; succession arrangements; details of additional assessors; clarification around AI misuse.

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1 – Purpose of the policy

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

This exam policy will ensure that:

- all aspects of the centre's exam process are documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted
- 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 always maintaining the integrity and security of the examination/assessment system
- exam candidates understand the exams process and what is expected of them.

To support any actions needed in respect to the contingency plan, all relevant policies, processes and procedures referenced in this document are contained as appendices within this policy.

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

A copy of this policy will be made available to all staff via the school website.

2 - Roles and responsibilities overview

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

The Examinations Officer (EO) is the person appointed by the Head of Centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Head of Centre may not appoint themselves as the Examinations Officer. A Head of Centre and an Examinations Officer are two distinct and separate roles.

2.1 - Head of Centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
    - *General regulations for approved centres*
    - *Instructions for conducting examinations*
    - *Access Arrangements and Reasonable Adjustments*
    - *Suspected Malpractice - Policies & Procedures*
    - *Instructions for conducting non-examination assessments* (NEA)
    - *A guide to the special consideration process*
- Ensure that senior leadership teams and exam office personnel familiarise themselves with the General Regulations for Approved Centres.
- Ensures that any written polices required for inspection purposes are reviewed and updated annually and communicated within the centre
- Ensure that relevant members of staff respond promptly to actions raised by the JCQ Inspection Service or to requests for information from awarding bodies.
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments
- If using a third party to deliver any part of a qualification (including its assessments) at the centre
    - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
    - Has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
    - Ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that the centre promptly reports any incidents to the relevant awarding bodies which might compromise any aspect of assessment delivery, such as a cyber attack
- Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR) by the given deadline each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the Head of Centre Declaration which is then kept on fille for inspection purposes
- Ensures that the centre recruits, selects, trains and supports suitable staff:

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resources, to undertake the delivery of the qualification as required by an awarding body.
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed component
- Ensures that teaching staff do not use artificial intelligence as the sole means of marking candidates work
- Enables the relevant senior leader(s), the EO and the SENDCo to receive appropriate training and support to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

- Ensure there are procedures in place to maintain the security of user accounts by:
  - Providing training for all staff on awareness of all types of social engineering/phishing attempts, and the importance of adhering to rules regarding password and account security
  - Review and manage connected applications
  - Monitoring accounts and regularly reviewing account access, including removing access when no longer required
  - Ensuring authorised members of staff who can access awarding bodies' online systems undertake annual cyber security training, and evidence/certificates will be available for inspection if required
  - Ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document Guidance for centres on cyber security
  - Reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body
- Appoints a SENDCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures centre staff undertake key task within the exam process and meet internal deadline set by the EO
- Make sure that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject/department and/or preparing the candidates for the examination, is not an invigilator during the timetabled written examination or on-screen test
- Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulation, guidance and instruction including:
  - the location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
  - appropriate arrangements are in place to ensure that confidential materials are only handed over to authorised members of centre staff and candidates, and not shared outside the centre
  - access to the secure room and secure storage facility is restricted to the authorised two to six keyholders, one of which must be the EO
  - access to secure electronic materials is restricted to at least two and no more than six members of centre staff, one of which must be the EO
  - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
  - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allows the HoC/Senior Leadership Team to act immediately in the event of an emergency or staff absence)
    - Exam contingency plan – Appendix 1
    - Escalation process – Appendix 2
- Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers
    - Internal appeals procedure – Appendix 3
- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Ensures the centre's compliance with the JCQ publication 'Access Arrangements and Reasonable Adjustments', detailing the processes followed in respect of identifying the need for, requests for and implementing access arrangements
    - Access Arrangements and Reasonable Adjustments – Appendix 4
- Ensures a complaints and appeals procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers
    - Examination complaints and appeals procedure – Appendix 5
- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements
    - Castle Phoenix Trust policy – available on Trust website
- Ensures the centre has a data protection policy in place that complies with current legislative requirements
    - Castle Phoenix Trust policy – available on Trust website
- Ensures the relevant awarding bodies are informed of any **Conflict of Interest** where
    - a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
    - a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a personal connection to the candidate
    - Conflict of Interest – Appendix 11
- Maintains records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where
    - a member of exams office staff have a personal connection to a candidate being entered for exams and assessments at the centre or at another centre
    - a member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
    - a member of centre staff is taking a qualification at another centre
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials

- Ensures members of centre staff do **not** forward e-mails and letters from awarding bodies of JCQ personnel to third parties without prior consent or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/carers/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/emails/contact details of awarding bodies or JCQ personnel
- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

2.2 - Examinations Officer (EO)

- Understands the contents of annually updated JCQ publications including:
    - *General regulations for approved centres*
    - *Instructions for conducting examinations*
    - *Suspected Malpractice – Policies & Procedures*
    - *Post-results services* (PRS)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the training provided to invigilators for the required period
- Works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand their role and what is and what is not permissible in an examination room
- Supports the Head of Centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirement for maintaining the integrity and confidentiality of examination materials

2.3 - Senior Leadership Team (SLT)

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
    - *General regulations for approved centres*
    - *Instructions for conducting examinations*
    - *Access Arrangements and Reasonable Adjustments*
    - *Suspected Malpractice - Policies & Procedures*
    - *Instructions for conducting non-examination assessments* (and the instructions for conducting controlled assessment and coursework)
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the Examination Officer or SENDCo.
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

2.4 - Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
  - *Access Arrangements and Reasonable Adjustments*
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

2.5 - Head of Faculty/Department

- Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the Examinations Officer and SENDCo
- Ensures teaching staff keep themselves updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Ensures teaching staff attend relevant awarding body training and update events

2.6 - Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the Examinations Officer and SENDCo
- Keep updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

2.7 - Invigilators

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

2.8 - Reception staff

- Support the Examinations Officer in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials

2.9 - Site staff

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

2.10 - Candidates

- Where applicable in this policy, the term ‘candidates’ refers to candidates and/or their parents/carers

3 – 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:

- Planning, entries and pre-exams
    - Information sharing and gathering
    - Access Arrangements
    - Non-Examination Assessment (NEA) and Endorsements
    - Invigilation
    - JCQ Centre Inspections
    - Security of exam materials
    - Timetabling and rooming
    - Internal exams
- Exam time
- Results and post-results

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

3.1 - Planning, entries and pre-exams

3.1.1 - Information sharing and gathering

Head of Centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SM and NEA (and the instructions for conducting controlled assessment and coursework) and SC
- Determines whether students will be allowed to re-sit qualifications at the centre
- Determines whether the centre will accept entries for private candidates
    - Private candidate statement - Appendix 16
- Ensure that candidates have been informed of the data processing that the centre undertakes
    - The centre will provide relevant personal data including name, date of birth and gender to the awarding bodies for the purpose of examining and awarding qualifications
    - Awarding bodies may use student materials (materials submitted by candidates for assessment which may include any form of written work, audio and visual materials, computer programmes and data) to evaluate candidates' performance in the relevant assessment or for other purposes outlined in their privacy policies and in accordance with their terms
    - Where the centre or a third party is in possession of any student materials for the purpose of candidate assessment, the student materials will be held on behalf of the awarding body

Examinations Officer

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure sites
- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of trial examinations
- Requests estimated or early entry information, where this may be required by awarding bodies, from Heads of Departments, in a timely manner to ensure awarding body external deadlines for submission can be met
- Requests final entry information from Heads of Departments in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs Heads of Departments of subsequent deadlines for making changes to final entry information without charge
- Confirms with Heads of Departments final entry information that has been submitted to awarding bodies
- Provides candidates with statements of entry for checking
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies

- Seek direct approval from the Head of Centre or relevant member of the Senior Leadership Team before submitting late entries
- Issues individual exam timetable information to candidates and informs candidates of any contingency day awarding bodies may identify in the event of national or local disruption to exams.
- Identifies and confirms 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
- Issues centre exam information to candidates including information on:
    - exam clashes
    - arriving late for an exam
    - absence or illness during exams
    - what equipment is/is not provided by the centre
    - food and drink in exam rooms
    - wrist watches in exam rooms
    - when and how results will be issued and the staff that will be available
    - the post-results services and how the centre deals with requests from candidates
    - when and how certificates will be issued

Head of Department

- Responds (or ensures teaching staff respond) to requests from the Examinations Officer on estimated or final entries
- Meets the internal deadline for the return of information
- Informs the Examinations Officer of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body which includes
    - changes to candidate personal details
    - amendments to existing entries (change of tiers for maths, MFL or sciences)
    - withdrawals of existing entries
- Checks final entry submission information provided by the Examinations Officer and confirms information is correct

Teaching staff

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

Candidates

- Notify the Examinations Officer of any discrepancies in their statement of entries

3.1.2 - Access arrangements

Head of Centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- Ensures a written process is in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustment
- Ensures the SENDCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- 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
- Ensures exam information (JCQ information for candidates, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
- Keeps a record of the training provided to facilitators for the required period
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor
- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre delegated
- Gathers signed **personal data consent, privacy notice (AAO) and data protection confirmation** forms from candidates where required
- Applies for **approval** through **Access Arrangements Online** (AAO) via the **Centre Admin Portal** (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if any documentation is kept electronically, in the event of IT failure at the time of an inspection, is able to access this documentation in an alternative format)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the Examinations Officer regarding exam time arrangements for access arrangement candidates
- Keeps a record of the training provided to facilitators for the required period

- Works with the Examinations Officer to ensure invigilators and those acting as a facilitator fully understand their respective role and what is and what is not permissible in the exam room
- Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments
    - Word Processor Policy (exams) – Appendix 12
- Ensures criteria for candidates granted separate invigilation within the centre is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms
    - Alternative Rooming Arrangements – Appendix 10

Teaching staff

- Support the SENDCo in identifying and implementing appropriate access arrangements

3.1.3 - Non-examination assessments and endorsements

Head of Centre

- Provides fully qualified teachers to mark non-examination assessments (NEA)
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking
- Ensures a **non-examination assessment policy** is in place for qualifications which include components of non-examination assessment
- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement
    - Non-Examination Assessment Policy – Appendix 6
- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

Senior Leadership Team

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

SENDCo

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

Head of Department

- Ensure teaching staff delivering specifications which include components of non-examination assessment follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body
- Ensures teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensures teaching staff assess endorsed components according to awarding body requirements
- Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the Examinations Officer to the internal deadline
- Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the Examinations Officer to the internal deadline

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Ensure appropriate instructions for conducting internal assessment are followed

- Ensure candidates are aware of JCQ and awarding body information (re. controlled assessments, coursework, non-examination assessments and social media) for candidates on producing work that is internally assessed prior to assessments taking place
- Assess and authenticate candidates' work taking due regard to the JCQ documents 'Preventing AI Misuse in Assessments – A summary for teachers' and 'Plagiarism in Assessments – Guidance for Teachers/Assessors' and any other relevant JCQ guidance
- Assess endorsed components
- Inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body
- Submits marks and endorsement grades to the awarding bodies via the Examinations Officer to meet external deadlines.

Examinations Officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ I*nformation for candidates* documents that are annually updated
- Submit marks, endorsement grades and samples to awarding bodies/moderators to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

3.1.4 - Invigilation

Head of Centre

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

Examinations Officer

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides training for new invigilators on the instructions for conducting exams and an annual update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events
- Deploys invigilators effectively and to the required ratios to exam rooms throughout an exam series (including the provision of a roving invigilator to regularly enter and observe the rooms where a candidate and invigilator are accommodated on a 1:1 basis)
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates

Invigilators

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

3.1.5 - JCQ Centre Inspections

Examinations Officer

- Cooperates with the JCQ Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit
- Ensure the Inspector is accompanied throughout a visit
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection

SENDCo and/or relevant Senior Leader

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

3.1.6 - Security of exam materials

Examinations Officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the Head of Centre
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that items of examination stationery, (e.g. answer booklets and formula booklets) are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures only persons authorised by the Head of Centre and the Examinations Officer are allowed access to the centre's secure storage facility as one of the two to six key holders
- Ensures the integrity and security of any electronic question paper is maintained during the downloading and printing process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials)
- Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service using the JCQ *Alternative Site Arrangement* notification of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations
- Liaises with the host or entering centre, as required, for a transferred candidate arrangement
- Processes requests for a transferred candidates or alternative site arrangements to the awarding body deadline
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

Reception/site staff

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

Teaching staff

- Adhere to the recording system to track confidential materials taken from, or returned to, secure storage throughout the time the material is confidential

3.1.7 - Timetabling and rooming

Examinations Officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam clashes (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENDCo regarding rooming of access arrangement candidates

SENDCo

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

Site staff

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

3.1.8 - Internal examinations

Internal examinations do not come under the jurisdiction of the JCQ regulations, but it is important to prepare students for their formal examinations by giving them experience of the processes and rules that they will need to adhere to when sitting formal examinations, particularly in relation to, but not limited to

- Sitting examinations in rooms other than their normal classrooms
- Understanding the procedures for entering and leaving the examination rooms
- Understanding the rules in relation to their conduct when under examination conditions
- Taking examinations under timed conditions
- Working with an adult acting as a facilitator for an access arrangement
- Following the instructions given by invigilators or the Examinations Officer

Examinations Officer

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

SENDCo

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

Teaching staff

- Provide exam papers and materials to the Examinations Officer
- Support the SENDCo in making appropriate arrangements for access arrangement candidates

3.2 - Exam time

Head of Centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies
- Ensures, in conjunction with the Examinations Officer, that all appropriate policies and procedures required are in place, and that these are clearly communicated to candidates
- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Senior Leadership Team

- Ensure a documented emergency evacuation procedure for exam rooms is in place
    - Emergency evacuation procedure – Appendix 8
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated
- Ensure support is provided for the Examinations Officer and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Examinations Officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
- Determine, in conjunction with the Head of Centre policies detailing how to deal with absent or late candidates, and for those who need to leave the examination room temporarily
    - Candidate absence – Appendix 16
    - Late arrival– Appendix 16
    - Candidates leaving the exam room temporarily – Appendix 16
- Organises exam question papers and associated confidential resources in date order in secure storage
- Attaches erratum notices received to relevant exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or inbox for updates from awarding bodies

- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened. This is commonly referred to as 'Second Pair of Eyes' (SPoE) and will where possible the 'eyes and ears' approach outline in section 5.3 of the ICE booklet is used
- Ensures this additional/second check (which takes place in the secure room if a question paper packet has to be split or in the designated exam room if not) is recorded
- Ensures exam rooms are set up and conducted as required in the regulations
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates)
- Provides invigilators with appropriate resources to effectively conduct exams
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan)
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam when all non-absent candidates have completed the examination, including any timetable variation candidates have completed the examination, or candidates who arrived late.
- Ensures a procedure is in place to verify candidate identity including private candidates
    - Verifying candidate identity - Appendix 16
- Ensures 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
- Warns candidates that their work may not be accepted by the awarding body
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan
- Determine, in conjunction with the Head of Centre, policies/processes detailing how to manage students in examination rooms
    - Unauthorised material – Appendix 16
    - Managing behaviour in examination rooms – Appendix 16
    - Food and drink in examination rooms – Appendix 16
    - Emergency evacuation procedure – Appendix 8
- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch
- Processes appropriate requests for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline
    - Special Consideration – Appendix 4
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that this must be on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress. Recording any incidents or issues on the examination room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure

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

Invigilators

- Are informed of the policies/processes for dealing with late/very late arrival candidates or absent candidates
- Conduct exams in every exam room according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions
- Follow the procedure for verifying candidate identity provided by the Examinations Officer
- Seat candidates in exam rooms as instructed by the Examinations Officer/on the seating plan
- 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)

Site staff

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

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam
- Provide appropriate evidence to support special consideration requests, where required

3.3 – Results and post-results

Head of Centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances
- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that in the event of an awarding body initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised

Senior Leadership Team

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed, and decisions made on the submission of enquiries and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Head of Faculty/Department/teachers

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates or disposed of according to the requirements
- Meet internal deadlines to request post-results services and gain relevant candidate informed consent

Examinations Officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place
- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date
- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and collect candidate informed consent (**after** the publication of results) and fees where relevant

- Ensures that the Head of Centre or relevant member of the Senior Leadership Team is aware of the potential costs to the school before submitting a request
- Submits requests to awarding bodies to meet the external deadline
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable
- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the *secondary school and college (key stage 4/16-18) performance tables June and September checking exercises*
- Provides the Senior Leadership Team with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform review
- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
    - Exams Archiving Policy – Appendix 18

Site staff

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

Candidates

- Meet internal deadlines to request post-results services
- Provide informed consent and fees, where relevant
- May arrange for certificates, once available, to be collected on their behalf by providing the Examinations Officer with verifiable written or email permission/authorisation; authorised persons must provide photo ID evidence on collection of certificates

Appendix 1 – Exam contingency plan

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

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

This plan will consider the following possible causes of disruption to the exam process

- Examinations Officer extended absence at key points in the exam process (cycle)
- SENDCo extended absence at key points in the exam cycle
- Teaching staff extended absence at key points in the exam cycle
- Invigilators - lack of appropriately trained invigilators or invigilator absence
- Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
- Failure of IT systems/Cyber Security issues
- Emergency evacuation of the exam room (or centre lock down)
- Disruption of teaching time in the weeks before an exam – centre closed for an extended period
- Candidates at risk of being unable to take examinations - centre remains open
- Centre at risk of being unable to open as normal during the examination period
- Disruption in the distribution of examination papers
- Disruption to the transportation of completed examination scripts
- Assessment evidence is not available to be marked
- Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)
- Head of Centre or Member of SLT with Oversight of Examination Process Absence
- Succession arrangements if members of staff involved in examination and assessment administration leave the organisation

Examinations Officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

Planning and entries

- 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
- 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
- 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
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption

- If the Examinations Officer was absent for an extended period, there are two Examination Assistants who would take over the day-to-day exam administration procedures, working alongside the Deputy Headteacher who has overall responsibility for exams.

SENDCo 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 within the exam cycle not undertaken including:

Planning and entries

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

Pre-exams

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

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption

- If the SENDCo was absent for an extended period, our in-house assessor/access arrangements facilitators Yvonne Jones and Joanne Clarke would deputise, working alongside our Head of Centre

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Centre actions to mitigate the impact of the disruption

- If a member of teaching staff is absent for an extended period, the Head of Faculty is responsible for ensuring their role is fully covered, all tasks are undertaken and all deadlines are met

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- In the absence of sufficient exam invigilators, senior leadership, cover supervisors, teaching assistants and exams office staff would be asked to assist and take on the role of invigilator

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- If we were unable to use the gym (our usual exam room venue) we would re-locate to the sports hall or the hall

Failure of IT systems/Cyber Security issues

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
- IT failures impact on students work which is stored electronically
- Breach of security in relation to secure examination material

Centre actions to mitigate the impact of the disruption

- All awarding bodies have secure websites that allow entries to be made/amended, and results can be downloaded. The Examinations Officer and other key staff in school have appropriate access to these sites, and access to these sites only requires internet access rather than specific hardware or software
- If no local access to the internet or printing facilities, examination staff to re-locate to another school in the trust to use their facilities
- Systems and processes in school (see Appendix 17 – Cyber security) are designed to ensure that the communication between examination staff and the awarding bodies is secure and in line with both the Trust policies and the individual awarding body's policies.
- Student work completed on the school systems is securely backed up according to the Trust policies
- In the event of a potential cyber security breach, immediate support can be obtained directly from the relevant awarding body

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Invigilators always advise candidates of evacuation procedures during opening script
- Posters are displayed outside and inside each exam room advising students of evacuation procedures

- Examinations Officer would advise exam board
- Special consideration request instigated if necessary

Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Examinations Officer would put in special consideration request if appropriate
- Headteacher would approach other local schools within the trust or within the local authority to investigate possibility of students being re-located to their premises on a temporary basis
- In the case of unitised courses, staff should consider if the examinations can be sat in an alternative series

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

Centre actions to mitigate the impact of the disruption

- Contact relevant awarding bodies to discuss whether a late Transfer of Candidate or similar process can be arranged
- Liaise with local schools/external venues to check whether accommodation is available

Centre at risk of being unable to open as normal during the examination period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)

Centre actions to mitigate the impact of the disruption

- Examinations Officer would move exams to the separate Sports Hall building that is located on the playing fields
- If this were not possible, Examinations Officer and Head of Centre would seek an alternative venue in the local community such as the Kingsbury Village Theatre or the church hall located near the school
- If no local venue could be found, Examinations Officer and Head of Centre would liaise with Caludon Castle or other schools within the trust to investigate moving the examination to there. School administration staff would liaise with local bus companies to arrange transportation of students to alternative venue
- Parents, carers, students and exam boards would be notified via Twitter, text message, email and school website
- Special consideration request would be instigated if appropriate

Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Examinations Officer to download papers from Awarding Bodies secure websites and arrange for adequate amounts of papers to be securely printed in a timely fashion for each exam
- Examinations Officer to create checklist to ensure all papers have been received/downloaded in preparation for each exam day

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Examinations Officer to report any missed collections as soon as possible to the Post Office Yellow Label Service
- Papers will remain in the secure storage facility until the next collection
- Awarding Body contacted if delay is excessive to agree alternative arrangements

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 to mitigate the impact of the disruption

- Examinations Officer to liaise directly with the relevant Awarding Body and follow their instructions

Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- All awarding bodies have secure websites that allow entries to be made/amended, and results can be downloaded. The Examinations Officer and other key staff in school have appropriate access to these sites, and access to these sites only requires internet access rather than specific hardware or software
- If no local access to the internet or printing facilities, examination staff to re-locate to another school in the trust to use their facilities
- Local schools or venues (e.g. Kingsbury Village Theatre) contacted to request permission to use their facilities to distribute results to students
- MIS allows results to be directly emailed to students' email accounts

Head of Centre or Member of SLT with Oversight of Examination Process Absence

Criteria for implementation of the plan

- Head of Centre or Examinations Officer's SLT line manager are absent during key points in the exam cycle

Centre actions to mitigate the impact of the disruption

- Another member of the Senior Leadership Team to deputise and support where required
- Advice sought from Trust if Head of Centre's absence is going to be long term
- Make contact with the OCR awarding body, who manage the NCN process to discuss whether any further action needs to be taken, in the event of a long-term absence of the Head of Centre

Succession arrangements if members of staff involved in examination and assessment administration leave the organisation

Criteria for implementation of the plan

- Examination officer and/or SENDCo leave the organisation during the exam cycle, or at the end of an exam season

Centre actions to mitigate the impact of the disruption

- The Examination Officer works with two part-time Exam Assistants who support and understand the role, and would therefore be available to either take on the role of Examinations Officer or support a new member of staff with the role
- There are two other secondary schools in the Trust with Examination Officers and Access Arrangements Coordinators who could provide support and guidance if needed
- The school has two qualified Access Arrangements Coordinators

Appendix 2 - Escalation process

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the Head of Centre, or a member of the Senior Leadership Team with oversight of examination administration, be absent.

- In the event of the absence of the Head of Centre, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Michaela Carrick, Deputy Head. In the absence of both the Head of Centre and Deputy Head, responsibility would fall to Michelle Marr (CEO)

Before examinations (Planning, Entries and Pre-Exams)

Main duties and responsibilities relate to:

- Third party arrangements
- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Policies available for inspection
- Personal data, freedom of information and copyright
- Access arrangements and reasonable adjustments
- Entries
    - Additional JCQ publications for reference:
        - Key dates
        - Guidance Notes for Transferred Candidates
        - Alternative Site guidance notes
        - Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work
    - Additional JCQ publications for reference:
        - Guidance Notes – Centre Consortium Arrangements

- Candidate information
    - Additional JCQ publications for reference:
        - Information for candidates documents
        - Exam Room Posters

During examinations (Exam time)

Main duties and responsibilities relate to:

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

After examinations (Results and Post-Results)

Main duties and responsibilities relate to:

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

Appendix 3 – Internal appeals procedure

This procedure covers appeals relating to:

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

Internal assessment decisions (centre assessed marks)

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

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

Kingsbury School ensures that all centre staff follow a robust Non-Examination Assessment Policy - see Appendix 6 - (for the management of GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Kingsbury School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

Kingsbury School will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they may 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 of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate within 5 working days
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 3 calendar days of receiving copies of the requested materials by completing the Internal Appeals Form.
- Allow 3 calendar 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
- Ensure that the review of marking is carried out 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 review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking

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

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

Centre decisions not to support a clerical check, a review of marking, a review of moderation or an appeal

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

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Details of post-results services are included in the student examination handbook that is issued each year with the candidate timetable.

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

The JCQ post-results services currently available are detailed in Appendix 7.

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

For **written components** that contributed to the result, the centre will, where the service is made available by the awarding body:

- Firstly consider accessing the script by:
    - requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline or
    - viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect informed written consent/permission from the candidate to access his/her script
- On access to the script, consider if it is felt that the agreed mark scheme, if available, has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
- Collect informed written consent from the candidate to request the RoR service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate RoR fee to the centre, and a request will be made to the awarding body on the candidate's behalf.

For any **moderated components** that contributed to the result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised

- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

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

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

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review, an internal appeal can be submitted to the centre by completing the internal appeals form at least 10 working days prior to the internal deadline for submitting a request for a review. A copy of the Appeals form can be found at the end of this appendix.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)** will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied after receiving the ROR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the **JCQ Appeals Booklet**. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 7 working days of the notification of the outcome of the ROR. Subject to the Head of Centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the Examinations Officer). If the awarding body upholds the appeal, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Appeals regarding centre decisions relating to access arrangements and special consideration

(See Appendix 4)

This may include Kingsbury School's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

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

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

Kingsbury School Internal Appeals Form

FOR CENTRE USE ONLY	
Date received	

☐ Appeal against an internal assessment decision and/or request for a review of marking
☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

Name of appellant		**Candidate name** if different to appellant	
Awarding body		**Exam paper code**	
Subject & Qual Type		**Exam paper title**	

Please state the grounds for your appeal below

(If applicable, tick below)

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

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

Appellant signature:	Date of signature:

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

Complaints and appeals log

On receipt, all appeals will be assigned a reference number and logged. The outcome and outcome date is also recorded

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

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

Appendix 4 – Access arrangements, reasonable adjustments and special consideration

Kingsbury School will:

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

Access arrangements and reasonable adjustments

In accordance with the regulations, Kingsbury School: -

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

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

Examples of failure to comply include:

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

The Head of Centre is responsible for

- the quality of the access arrangements process in school
- the appointment of assessors, and checking the qualifications of those assessing candidates

The Head of Centre will appoint

- an assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. This can include lecture, seminar and tutorial time, study time, assessment time and time spent completing assignments
- a specialist assessor with a current SpLD Assessment Practising Certificate as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website
- an appropriately qualified psychologist registered with the Health & Care Professions Council.

The current SENDCo Access Arrangements Assessors (Certificates held on file and copies with Examinations Officer) are

- Yvonne Jones
    - Certificate of Psychometric Testing, Assessment and Access Arrangements (CP3TA) - obtained 22nd September 2016

  - Access Arrangements Update 2024 (SASC Authorised: DA-15878-110221OL) - obtained 26th September 2024
- Joanne Clarke
  - Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPPAA) - obtained 11th June 2025

Special consideration

What is special consideration?

"Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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.

There are minimum requirements for enhanced grading in cases of acceptable absence.

All assessments measure what a candidate knows and can do. The overall grade(s) awarded **must** reflect the level of attainment demonstrated in the assessment(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time.

Where long term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment."

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

Head of Centre

- Ensures that all eligible applications will be supported by signed evidence produced by a member of the Senior Leadership Team

Senior Leadership Team

- Produce/provide signed evidence in support of an application where this may be requested by an awarding body

Examinations Officer

- Understands that special consideration must be applied for at the time of the assessment
- Understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, special consideration should only be applied for the most serious indisposition
- Ensures applications will be processed as required by the awarding bodies

- Keeps evidence to support all applications on file until after the publication of results and provides the signed evidence provided by a member of the senior leadership team to support an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENDCo

- 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
- Will be informed that all cases must be dealt with by the centre

Appendix 5 - Examination complaints and appeals procedure

If a candidate (or his/her parent or carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Kingsbury School encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in in writing to the head of subject or a more senior member of staff.

If a complaint fails to be resolved informally, the candidate (or his/her parent/carer) is then at liberty to make a formal complaint. This will be dealt with according to the Trust Level Policy, *Castle Phoenix Trust – Complaints Procedure*

Where a complaint also concerns allegations of potential malpractice or maladministration, the Head of Centre and Examinations Officer will also ensure that these are reported to the awarding body **immediately**, by completing the appropriate documentation.

Grounds for complaint

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

<u>Teaching and learning</u>

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

<u>Access arrangements</u>

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Personal data consent, Privacy Notice (AAO) and Data protection confirmation form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply

- Exam information not appropriately adapted for a disabled candidate to access it
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

- Candidate not entered/entered late for a required exam/assessment
- Candidate entered for a wrong exam/assessment or at the wrong tier

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the outcome of a special consideration application

Results and post-results

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

Appendix 6 – Non-examination assessment 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 with respect to non-examination assessments
- manage risks associated with non-examination assessments

This policy affects the delivery of subjects of GCSE or other qualifications which contain a component(s) of non-examination assessment (NEA). The regulators' definition of an examination is very narrow. In effect, any type of assessment that is **not**:

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

is classified as non-examination assessment (NEA).

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

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

This policy considers roles and responsibilities under the following headings:

- The basic principles for key staff
- Specific roles and responsibilities of the subject teacher
- Specific roles and responsibilities of the Examinations Officer
- Management of issues and potential risks associated with non-examination assessments

The basic principles for key staff

Head of Centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA
- Ensures the centre's Non-Examination Assessment Policy is fit for purpose and covers all types of non-examination assessment
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications
- Ensures the centre's Internal Appeals Procedures clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking
- Ensures that where candidates are taking non-examination assessment, teaching staff check the task and approach being taken are in line with ethical standards and the centre's safeguarding responsibilities
- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family
- 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
- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (the only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: 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
- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement
- 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 a review of results or an appeal

Senior Leadership Team

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensure Kingsbury School's calendar records assessment schedules by the start of the academic year

Quality Assurance (QA) Lead/Head of Faculty

- Confirms with subject teachers that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates

- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- 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)
- Works with the QA Lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- **Head of English Faculty**
    - Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
    - Ensures the required task setting and task taking instructions are followed by subject teachers
    - Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
    - Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Understands and complies with the general instructions as detailed in 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
- Ensures only current assessment material/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Examinations 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
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*

SENDCo

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

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

Specific roles and responsibilities of the subject teacher

Task setting and issuing of tasks

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work
- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

Supervision

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates
- Ensures candidates are aware of what constitutes malpractice, in particular in relation to plagiarism and the use of artificial intelligence tools
- Ensures candidates are aware of the current JCQ documents *Information for candidates - non-examination assessment*s and *Information for candidates - Social Media*

Advice and feedback

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

Resources

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place

- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved 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

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

Collaboration and group work

- 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

- 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
- Uses the information in the JCQ documents 'Preventing AI Misuse in Assessments – A summary for teachers' and 'Plagiarism in Assessments – Guidance for Teachers/Assessors' and any other relevant JCQ guidance, when assessing candidate work
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- 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 a member of the senior leadership team.
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

Presentation of work

- 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
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions
- 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 reviews of results or until the outcome of a review or any subsequent appeal has been completed all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line on social media or through any other means (reminds candidates of the contents of the JCQ document *Information for candidates – Social Media*)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work
- Where work is stored electronically, ensures that appropriate arrangements are in place to restrict access to it between supervised sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required.

Task marking – externally assessed components

- Liaises with the Exams Officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
- Provides the attendance register to a Visiting Examiner

Task marking – internally assessed components

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- 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 to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

- 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

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

Storage and retention of work after submission of marks

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

External moderation

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

Access arrangements

- Works with the SENDCo & Assessor/Access Arrangements Facilitator to ensure any access arrangements for eligible candidates are applied to assessments

Special consideration and loss of work

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

Malpractice

- Is aware of the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments
- 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

Post-result services

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

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

- 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

Specific roles and responsibilities of the Examinations Officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice
- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and according to JCQ *Instructions for conducting examinations*
- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/
- Confirms with subject teachers that marks have been submitted to the awarding body deadline
    - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescales
    - Keeps required evidence on file to support the application
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted
- Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention
- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration
- 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

Head of Faculty/Quality Assurance Lead

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline
- 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. NQTs, 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 and retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series
- Checks the final moderated marks when issued to the centre when the results are published
- Provides relevant support to subject teachers making decisions about reviews of results

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

Issue/Risk	Centre actions to manage issue/mitigate risk
Centre staff malpractice	*Records confirm that relevant centre staff are familiar with and follow:* • *the current JCQ publication Instructions for conducting non-examination assessments* • *the JCQ document Notice to Centres - Sharing NEA material and candidates' work - http://www.jcq.org.uk/exams-office/non-examination-assessments*
Candidate malpractice	*Records confirm that candidates are informed and understand they must not:* • *submit work which is not their own* • *make available their work to other candidates through any medium* • *allow other candidates to have access to their own independently sourced material* • *assist other candidates to produce work* • *use books, the internet or other sources without acknowledgement or attribution* • *submit work that has been word processed by a third party without acknowledgement* • *include inappropriate, offensive or obscene material* *Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - https://www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media*
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	*Awarding body key date for accessing/downloading set task noted prior to start of course* *IT systems checked prior to key date* *Alternative IT system used to gain access* *Awarding body contacted to request direct email of task details*
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access awarding body training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification* *Samples assessment criteria in the centre set task*
Candidates do not understand the marking criteria and what they need to do to gain credit	*A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates* *Records confirm all candidates understand the marking criteria* *Candidates confirm/record they understand the marking criteria*
Subject teacher long term absence during the task setting stage	*See centre's Exam contingency plan - Teaching staff extended absence at key points in the exam cycle*
Task for legacy specification given to candidates undertaking new specification	*Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications* *Awarding body guidance sought where this issue remains unresolved*
Awarding body set task not issued to candidates on time	*Awarding body key date for accessing set task as detailed in the specification noted prior to start of course*

	Course information issued to candidates contains details when set task will be issued and needs to be completed by *Set task accessed well in advance to allow time for planning, resourcing and teaching*
The wrong task is given to candidates	*Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates* *Awarding body guidance sought where this issue remains unresolved*
Subject teacher long term absence during the issuing of tasks stage	*See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)*
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	*Ensures the candidate's presentation does not form part of the sample which will be recorded* *Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample*
Planned assessments clash with other centre or candidate activities	*Assessment plan identified for the start of the course* *Assessment dates/periods included in centre wide calendar*
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	*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)*
Insufficient supervision of candidates to enable work to be authenticated	*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*
A candidate is suspected of malpractice prior to submitting their work for assessment	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments are followed* *An internal investigation and where appropriate internal disciplinary procedures are followed*
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine the process to be followed to apply for special consideration for the candidate*
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	*Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures* *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* *Candidate confirms/records advice and feedback given prior to starting on their work*
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	*Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity*

	Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component *Candidate confirms/records advice and feedback given during the task-taking stage*
A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	*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*
Candidate does not reference information from published source	*Candidate is advised at a general level to reference information 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*
Candidate does not set out references as required	*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*
Candidate joins the course late after formally supervised task taking has started	*A separate supervised session(s) is arranged for the candidate to catch up*
Candidate moves to another centre during the course	*Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place*
An excluded pupil wants to complete his/her non-examination assessment(s)	*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*
A candidate augments notes and resources between formally supervised sessions	*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*
A candidate fails to acknowledge sources on work that is submitted for assessment	*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*
A candidate is penalised by the awarding body for exceeding word or time limits	*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*

Candidates have worked in groups where the awarding body specification states this is not permitted	*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*
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	*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*
Candidate does not sign their authentication statement/declaration	*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 candidate for formal assessment*
Subject teacher not available to sign authentication forms	*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*
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*
Candidates work between formal supervised sessions is not securely stored	*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*
Adequate secure storage not available to subject teacher	*Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course* *Alternative secure storage sourced where required*
A candidate is absent on the day of the examiner visit for an acceptable reason	*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*
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*
A candidate submits little or no work	*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*
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for shortfall in work*

The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for lost or damaged work*
Candidate malpractice is discovered	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments 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*
A teacher marks the work of his/her own child	*A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course* *Marked work of said child is submitted for moderation whether part of the sample requested or not*
An extension to the deadline for submission of marks is required for a legitimate reason	*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, to determine eligibility and the process to be followed for non-examination assessment extension*
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding body is contacted for guidance* *Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed to apply for special consideration for candidates*
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	*Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body* *Records confirm candidates have been informed of their marks* *Candidates are informed that these marks are subject to change through the awarding body's moderation process* *Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Exams Officer for the submission of marks* *Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body*
Deadline for submitting work for formal assessment not met by candidate	*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*
Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year* *Reminders are issued through senior leaders/subject heads as deadlines approach* *Records confirm deadlines known and understood by subject teachers* *Where appropriate, internal disciplinary procedures are followed*
Subject teacher long term absence during the marking period	*See centre's Exam contingency plan (teaching staff extended absence at key points in the exam cycle)*

Appendix 7 – Post-result services

Following the issue of results, awarding bodies make post-results services available. The JCQ post-results services currently available are detailed below.

Access to Scripts (ATS):

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

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Appeals

- The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how Kingsbury School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations. Details of these procedures are made widely available and accessible to all candidates. The Examinations Officer will lead on these procedures.

T**he arrangements for post-results services**

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking
- All post-results service requests from internal candidates must be made through the centre

Candidate consent

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking or an access to scripts service is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re- check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results
- Retain consent forms or emails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal

- Retain consent/permission forms or emails from candidates to request and use their scripts for at least six months

Submitting requests

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ publication Post-Results Services
- Submit requests for appeals in accordance with the JCQ publication A guide to the awarding bodies' appeals processes
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online

Dealing with outcomes

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible

Appendix 8 – Emergency Evacuation Procedure

Purpose of the policy

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

When is an emergency evacuation required?

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

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

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 Leadership Team

- 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

SENDCo

- 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

Examinations Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (Candidate exam handbook), 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 room which includes appropriate information for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENDCo 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 application for special consideration process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

Invigilators

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

Other relevant centre staff

- Support the Senior Leadership Team, SENDCo, Examinations Officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

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

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

Further details could include

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

Emergency evacuation procedure

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

Emergency evacuation procedure
Actions to be taken (as detailed in the current JCQ *Instructions for conducting examinations*)
Stop the candidates from writing and ask them to close their exam script booklets
Lead invigilator must collect the attendance register (in order to ensure all candidates are present)
Advise candidates to leave all question papers and scripts in the examination room
Candidates should leave the room in silence and remain silent throughout the evacuation procedure
Evacuate the examination room in line with the instructions given by the lead invigilator/Examinations Officer. Students will be evacuated row by row and where possible, will line up in the same order as they are seated in the exam room.
Candidates, invigilators and staff should leave the school by the nearest fire exit
Candidates will assemble by the garages, away from the other students who assemble in the main school yard. Invigilators and exam office staff will ensure candidates remain silent.
Make sure that the candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about 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
When students return to the exam room, make sure they are allowed time to settle down before the exam is re-started, reminding them that they remain under exam conditions at all times
Re-start the exam, allowing the students the remaining time set for the exam
The lead invigilator should ensure the times shown on the whiteboard are amended to match the new finish time(s)
The lead invigilator should make a note in the exam room incident book of the time of the interruption and how long it lasted.
Record as much detail as possible in the exam room incident log and ensure the exams officer is fully briefed at the end of the exam to enable a full report to be submitted to the awarding body.
The Examinations Officer must produce a full report of the incident and of the action taken, and send to the relevant awarding body
The Examinations Officer will make a special consideration request if necessary
Where students are not allowed to return to the exam room or the decision is made that the exam must be abandoned, the centre's exam contingency plan will be invoked.

Appendix 9 - Lockdown policy

Purpose of the policy

This policy details the measures taken at Kingsbury School in the event of a centre lockdown during the conducting of examinations.

Depending on the nature of the incident, centres may also decide to evacuate, invacuate (an inward evacuation) or use a protected space(s). However, this policy focuses specifically upon the actions, roles and responsibilities during an exams-related lockdown.

A lockdown may be required in the following situations (this is not an exhaustive list):

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- an internal threat from a student
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Kingsbury School has devised lockdown procedures during the conducting of examinations after consulting guidance.

In the event of a lockdown during an examination the focus before, during and after an exam will be:

- training staff engaged/involved in the conducting of examinations
- how to achieve an effective lockdown
- implementing Run, Hide, Tell principles
- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- how to let people know what's happening

Roles and responsibilities

Head of Centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates. The Kingsbury School lockdown alarm is the school bell sounding as short bursts for 20 seconds.
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being in lockdown
- To ensure that all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use

- To inform the relevant emergency services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior Leadership Team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Examinations Officer

- To train invigilators in the centre's lockdown procedure - this should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- To assist with lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- To be aware of the centre's lockdown procedure
- To quickly and physically secure access/egress points
- To be aware of an effective communication system to inform authorities of the situation
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the Examinations Officer during a lockdown to confirm the situation in a particular exam room

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the Examinations Officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- Where safe/possible, the Examinations Officer will collate the information from all exam rooms and forward this to the Head of Centre immediately

- Invigilators will
    - lock all windows and close all curtains/blinds
    - switch off all lights
    - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
    - take an attendance register/head count if possible
    - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
    - where safe/possible, not leave the examination question papers unattended/out of sight
- The Head of Centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
    - tell candidates to stop writing immediately and turn their papers over
    - collect the attendance register
    - make a note of time when the examination was suspended
    - instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
    - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
    - lock all windows and close all curtains/blinds
    - switch off all lights
    - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
    - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
    - where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- Where safe/possible, the Examinations Officer will collate the information from all exam rooms and forward this to the Head of Centre immediately
- The Head of Centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the Examinations Officer (or invigilators in the absence of the Examinations Officer) will initiate the emergency evacuation procedure
- Where safe/possible, the Examinations Officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
  - stop dismissing candidates from the exam room
  - instruct candidates who have left the room to re-enter the exam room
  - instruct candidates to remain silent and hide under examination tables
  - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
  - lock all windows and close all curtains/blinds
  - switch off all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
  - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
  - where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- Where safe/possible, the Examinations Officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- The lockdown will be ended by either:
  - the sound of a defined alarm or
  - the identification/authorisation of Emergency Service officers/SLT/Head of Centre entering each exam room
- Invigilators will undertake a head count/register and confirm attendance with the Examinations Officer/SLT
- Where applicable and if advised to do so by SLT/Head of Centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- Invigilators will then:
  - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
  - recalculate the revised finish time(s) to allow for the full exam time
  - tell the candidates to turn their papers over and re-start their exam
  - amend the revised finish time(s) on display to candidates
  - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- The Examinations Officer will
  - provide a report of the incident for awarding bodies (through application of the special consideration process or as advised by awarding bodies)
  - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/Examinations Officer will:
  - discuss any alternative exam sittings with the awarding body/bodies

    - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/Head of Centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly led by the Head of Centre to discuss the lockdown and offer ongoing support
    - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Appendix 10 – Alternative Rooming Arrangements

(Formerly known as separate invigilation)

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

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

At Kingsbury School, decisions on the awarding of the arrangement are made by the SENDCo (Kelly Moores) or the SENDCo Assessors (Yvonne Jones and Joanne Clarke).

Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect
- The candidate's normal way of working within the centre
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in the JCQ's Access Arrangements and Reasonable Adjustments publication
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements

Appendix 11 - Conflict of interest

This policy is reviewed and updated annually to ensure that conflicts of interest at Kingsbury School are managed in accordance with current requirements and regulations.

This policy confirms that Kingsbury School:

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

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

Maintains clear records of all instances where

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres

A Microsoft Form is sent to all staff, which requires all staff to declare whether they have a potential conflict of interest in relation to the examination process.

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

Roles and responsibilities

Head of Centre

- Ensure conflicts of interest are managed according to the requirements
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Examinations Officer

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

Appendix 12 – Word Processor Policy

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

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations publications.

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

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet. Kingsbury School complies with AA *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

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

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

The centre will:

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre
- award the use of a word processor to a candidate where appropriate to their needs

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

The centre will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in exams or can work faster on a keyboard, or because he/she uses a laptop at home

Additionally, the use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course
- where the curriculum is delivered electronically, and the centre provides word processors to all candidates

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

A candidate using a word processor is accommodated in the main examination hall/room where possible, or in a room for a smaller group of candidates, depending on suitable access to a printer so that scripts can be printed at the end of the examination.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with ICE regulations.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer
- If a candidate is using software that does not allow for the insertion of a header or footer.
    - once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer.
    - The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.
- ensures the candidate understands that each page of the typed script must be numbered
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), email, the Internet, social media sites, spreadsheets

- does not include graphic packages or computer-aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

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

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

Printing the script after the exam has ended

The centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way
- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions)

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

Appendix 13 - Issue of certificates procedure and retention of certificates

Certificates from the awarding bodies have normally been received and checked by the school during November/December following the end of the examination series.
The school may arrange an awards presentation/celebration evening where students can collect their certificates in person. All students will be invited to attend this evening and will receive their certificates. They will be asked to sign to confirm safe receipt.

If an awards evening cannot be arranged, students will be contacted via email (see below) detailing times when they can come in to school to collect their certificates from reception or arrange for someone else to collect them on their behalf. Announcements will also be made in school newsletters and/or social media.

To ensure that the school is compliant with relevant data protection polices, students who cannot collect their certificates in person will need to confirm their identity, if contacting the school via a private email address. This can be done by providing a picture of their photo identification within that email. The school will not accept hand-written notes, unless that note has been handed in person to a member of the school staff by the student, and that staff member can verify the identity of that student. Parents/carers cannot collect certificates on behalf of their child, or give consent for collection by a third party, unless we have first received the consent of the student.

Certificates will initially be retained in the locked cupboard in reception together with the signature list to ensure they are available should students attend school to collect them. Students will need to bring photo identification with them.

Any certificates not collected by July of the following year will be removed from reception and stored securely by the Examinations Officer until they can be destroyed in line with JCQ/awarding body instructions. Present JCQ regulations allow certificates to be destroyed if they have not been collected one year after they have been issued. Where certificates are destroyed, a record of this will be kept by the Examinations Officer for 4 years.

Appendix 14 - Overnight Supervision Arrangements

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:

- more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or
- more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks

candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays.

Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted.

The Head of Centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout.

Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable.

The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone, email, internet and social media. It also extends to television and radio, which could report key details of the day's examinations.

Head of Centre

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while the candidate is on the premises sitting examinations
- Be satisfied that the arrangements maintain the integrity and security of the examination
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate

Examinations Officer

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and once all other options have been exhausted
- Re-arrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is re-arranged for Saturday morning
- Ensure the JCQ Overnight Supervision and Overnight Supervision Declaration forms are completed before the overnight supervision is to commence

- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff, determining a method of supervision which ensures the candidate's well being
- Download the JCQ Overnight Supervision Declaration form for signing by the candidate, the supervisor and the Head of Centre
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties, as detailed in the JCQ publication Suspected Malpractice: Policies and Procedures
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the earlier day are sealed in an envelope and returned to the centre's secure storage facility until all candidates at the centre have taken that examination

Appendix 15 – Malpractice

Introduction

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification

which:

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

Candidate malpractice

'Candidate malpractice' 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 (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe

Suspected malpractice

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

Purpose of the policy

To confirm Kingsbury School:

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

General principles

In accordance with the regulations, Kingsbury School will:

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

Preventing malpractice

Kingsbury School has in place:

- Robust processes to prevent and identify malpractice, as outlined in 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 following JCQ documents and any further awarding body guidance:
    - General Regulations for Approved Centres; Instructions for conducting examinations (ICE); Instructions for conducting coursework; Instructions for conducting non-examination assessments; Access Arrangements and Reasonable Adjustments; A guide to the special consideration process; Suspected Malpractice: Policies and Procedures; Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A guide to the awarding bodies' appeals processes

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

- The candidates are informed in assemblies of what Malpractice is and how it can affect them in line with current JCQ policy guidance (Suspected Malpractice Policies and Procedures).
- For any assessments that could be affected by the use of **Artificial Intelligence** tools, the teaching staff will inform the candidates of the regulations of if/when Artificial IntelligenceI technology can be used, and also the consequences of its misuse. Staff have been directed towards the AI Use in Assessments: Protecting the Integrity of Qualifications guidance.
- Candidates are informed of the 'Warning to Candidates' and 'Unauthorised Items' posters which are also outside all exam rooms. The Suggested 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.

Identification and reporting of malpractice

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels
- Who should it be reported to??

Reporting suspected malpractice to the awarding body

- The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures

- The Head of Centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration
- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals
- Once the information gathering has concluded, the head of centre (or other appointed informationgatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly

Communicating malpractice decisions

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

Appeals against decisions made in cases of malpractice

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

Appendix 16 – Other procedures and policies

- Briefing candidates
- Entries, resits and private candidates
- Candidate identification
- Candidate absence
- Candidate late arrival
- Supervision of candidates
- Food and drink in exam rooms
- Candidates leaving the examination room temporarily
- Managing behaviour in examination rooms
- Arrangements for unauthorised materials taken into the exam room

The following are the processes that Kingsbury School will employ when students are sitting and preparing for examinations.

Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, Kingsbury School will:

- ensure the JCQ Information for candidates documents (coursework, non-examination assessments, onscreen tests, privacy notice, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place
- ensure candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments

At Kingsbury School candidates are made aware of JCQ information/briefed by:

- Regular ‘exam’ assemblies conducted by a member of the Senior Leadership Team
- Three cycles of ‘trial examinations’ that are conducted under JCQ regulations
- Handbook/letter emailed and printed for all students, and their parents before the final written examinations begin

Entries, resits and private candidates

- Kingsbury School does not accept entries from private candidates
- Kingsbury School does not allow former students to re-sit GCSE English Language and GCSE Maths in the November season after they have left, unless JCQ regulations mandate it

Candidate identification

- All internal students will have a candidate card provided on their exam desk with their name and exam number on. Where possible, the card will also have a photograph of the student.
- External candidates will be asked to produce photographic evidence before they are allowed to enter the exam room and will be identified by the Examinations Officer or a member of the SLT. They will then be escorted to and from the exam room by exams office staff. Suitable photographic evidence would be a driving licence card or passport.
- SLT/teaching staff will be available at the start of examinations to help with any identification issues

Candidate absence

- The Examinations Officer, with support from the invigilators and members of the Senior Leadership Team where necessary, will identify missing candidates at the start of each examination, unless contact has been made with school to inform the Examinations Officer of candidates who will not be attending due to illness or other circumstances
- A member of the Senior Leadership Team or support staff will attempt to make contact with the candidate's home to establish the reason for the absence. Depending on the reason for absence, the Examinations Officer, SLT or support staff will liaise with parents/carers to see if students can be brought to school to attend the examination
- The late arrival policy will be followed for students who subsequently arrive late. This is detailed later in the Candidate late arrival section of this appendix.
- Where there are cases of persistent absence from exams, the matter should be referred to senior leadership team/Head of Centre/SENDCo for further action

Candidate late arrival

- The school's policy is to allow a student who arrives late for an exam to sit the exam and they should be allowed the full time for the examination, subject to the centre having the facilities/staff in place to monitor the student during the extended time
- A candidate will be considered **very late** if they arrive: -
    - More than one hour after the published starting time for an examination which lasts one hour or more i.e. after 10.00 am for a morning examination and after 2.30 pm for an afternoon exam.
    - for examinations that last less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finish time for the examination
- Where a candidate arrives very late, the exam script will be forwarded to the awarding body in the normal way, but a **Form JCQ/VLA-Report on candidate admitted very late to the examination room** must be forwarded to the relevant awarding body, giving full details of the reason for the late attendance and the times the student started and finished the exam

- The student **must** be made aware that the awarding body may not accept their script

Supervision of candidates

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination.
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination.
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room.
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room.

Food and drink in exam rooms

- Candidates will only be allowed to bring bottled water into the exam room.
    - The water should be in a label free, clear bottle
- No other drinks are allowed in the exam room, unless required due to medical conditions which the school has been previously made aware of
- Candidate will not be allowed any food in the exam room unless required due to medical conditions which the school has been previously made aware of
    - If food is required due to medical conditions, this must be free from all packaging

Candidates leaving the exam room temporarily

- Candidates leaving the room temporarily will be accompanied by a member of staff who is not the candidate's subject teacher or a subject expert in the exam being taken
- If a candidate feels unwell they should alert an invigilator who will decide whether allowing the candidate to leave the room temporarily is the best course of action
- Toilet breaks will only be allowed for candidates holding a toilet pass that has been issued by the Head of Year
- Any candidate that has left the room temporarily will be allowed the full time of the exam at the discretion of the centre
- Invigilators will make a record in the incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break

Managing behaviour in examination rooms procedure

- Where a candidate is being disruptive, the invigilator will warn the candidate that they may be removed from the exam room, and a record of the malpractice will be reported to the relevant exam board
- The invigilator will record the incident on an incident record form and remove any unauthorised material in the candidate's possession
- The invigilator will summon assistance, if necessary, from the Examinations Officer
- If a candidate's behaviour in the examination room continues to be disruptive to other candidates, the Head of Centre or another member of the Senior Leadership Team may remove the student from the examination room
- See Malpractice Policy, Appendix 15

Arrangements for unauthorised materials taken into the exam room

- Candidates will familiarise themselves with the Information for Candidates document that has been provided to them
- Mobile phones Mp3/Mp4 players or any equipment capable of communicating with other devices or storing information, watches of any kind, AirPods, earphones and earbuds should not be taken into the exam room
- Candidates also need to ensure they have no notes or other paperwork in their pockets
- A notice reminding students of this is on display outside every examination room
- The announcements read out before candidates start the exam also remind the student of this. At this point, if they still have any unauthorised material on them, they must immediately hand it over to an invigilator. After this point, possession of unauthorised material automatically becomes a malpractice case that must be reported to the relevant awarding body
- Any unauthorised items found in the possession of a candidate will be removed and stored at the front of the exam room under the supervision of the invigilators out of reach of the students
- Calculators are now allowed in any examination unless the paper being taken specifically prohibits it. It is the candidate's responsibility to ensure that any calculator they take in with them is compliant with examination board regulations, and that there is nothing stored in the memory at the start of the examination. A calculator found to be non-compliant, or with information stored in the memory will automatically be reported to the appropriate awarding body as a malpractice case

Appendix 17 – Cyber Security

The Trust policy - Online Safety & Cyber Security – ensures that all staff working for the Trust, not just those involved in examinations, have due regard for the security of systems and processes, and that software and systems are kept up to date, with appropriate network security and back-up processes.
Trust staff are required to undertake annual cyber security training, and therefore any member of staff who has access to the awarding bodies' online systems will have completed this training. Evidence of this will be made available for inspection if required.
In terms of examination processes, this includes, but is not limited to:

- Accounts with Pearson Edexcel must be checked each exam cycle by the Head of Centre, who needs to confirm that all accounts are valid and that all legacy accounts (e.g. staff who have left) have been removed.
- Accounts with other awarding bodies are managed by the Examinations Officer, and all legacy accounts are deleted at the start of each exam cycle.
- Accounts with Pearson Edexcel, OCR and WJEC/Eduqas require MFA via a separate authenticator app. AQA accounts require a text code to authenticate access as part of their MFA arrangements.
- The school's management information system is used to make entries for examination, although there is no direct link between this and the awarding bodies' secure sites. EDI files are submitted to the awarding bodies via the A2C Transport Application, which is only available on specific terminals within the school site, and only the Examination team have password-controlled access to this, via their management information system log-ins.
- Access to the school management system is controlled through the Trust level security procedures. Access to the school management system on personal devices or devices being used beyond the main school site require MFA to access, using an authenticator app.
- The Examination Officer and Examination Assistants have account access with the awarding bodies for the secure download of examination material when required. The security of this is covered with the awarding bodies' requirements for MFA.
- Material downloaded from the awarding bodies' secure sites (for the purpose of printing out an enlarged version, or a coloured version, for students with approved access arrangements) is immediately deleted from the 'download' folder, once the file has been sent to a secure printer.

Appendix 18 – Exams Archiving Policy

Access arrangements information

- Any hard copy information kept by the Examinations Officer to be returned to the SENDCo at the end of the candidate's final examination series

Attendance registers, seating plans, exam room logs and exam incident logs, overnight supervision arrangements and special consideration requests

- To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- **Confidential destruction once deadline has passed**

Candidates' work

- Any NEA work held by the Examinations Officer for purposes of moderation samples to be returned to the relevant subject teacher/Head of Faculty once the deadline for EARs has passed or the resolution of any outstanding enquiry/appeal or malpractice investigations has been completed

Certificate issue and destruction of certificates

- A record of certificates that have been issued to candidates to be retained for 4 years from the date of issue
- A record of unclaimed certificates that have been securely destroyed to be retained for 4 years from the date of certificate destruction

Confidential materials delivery logs, tracking logs and dispatch logs

- Any logs of confidential material from the examination boards, or proof of dispatch logs for the return of examination scripts to the examination boards to be disposed of at the end of the relevant academic year

Exam question papers

- Question papers for timetabled written examinations to be issued to the relevant Head of Faculty after the published finishing time of the examination and only when all candidates have completed the examination

Exam stationery

- Surplus stationery (answer booklets and envelopes) to be retained within the secure room for use in later examination series, unless instructed by the relevant examination board to dispose of securely

Examiner and moderator reports

- To be immediately provided to the Head of Faculty as records owner

Post-results services

- Candidate consent letters/emails, and the outcomes of any requests made to the examination boards to be retained for at least 6 months following the outcome of the enquiry or any subsequent appeal, before being disposed of confidentially
- Copies of scripts requested by faculties to be stored securely in centre until no longer required and then will be disposed of confidentially

Suspected malpractice reports/outcomes

- Evidence supporting a malpractice investigation/report must be kept until after the publication of results