



**2024-25**

## **Examinations Policy**

**This document covers all aspects of examinations so that all policies and procedures relating to internal and external examination are considered in their entirety as an integrated whole.**

Key staff involved in the exams process:

Mr J Clegg - Headteacher  
Mrs L Case – Exams Officer  
Mrs G Ara - SENCO

Policy adopted

- Standards, Achievement and Curriculum Committee
- 

Policy ratified

- Full Governors Board
- 

Date for Review

- October 2025

Signed (Chair of Governors)

Mrs S Webb

Date: DATE



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## Section 1: Exams Policy

### 1. Rationale

- The Radclyffe school is committed to the delivery of all examinations in compliance with the published JCQ regulations and awarding body requirements and in accordance with the Equality Act 2010.
- The purpose of this policy is:
  - To ensure the planning and management of exams is conducted efficiently and in the best interest of the candidates.
  - To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

### 2. Roles & Responsibilities

#### The Head of Centre (HOC)

Retains overall responsibility for the school as an exam centre. In practice this is delegated to the Exams Officer (EO) who will administer the duties outlined below and advise the HOC of any changes to policy and practices as required.

The HOC is required to confirm, on an annual basis, the **National Centre Number Register** and that the centre is aware of and adhering to the latest versions of all relevant JCQ regulations – **this cannot be delegated to another member of the SLMT or the EO.**

The HOC is responsible for:

- Advising on appeals and review of marking
- Reporting all suspicions or actual incidents of malpractice as detailed in the JCQ document ['Suspected Malpractice in Examinations and Assessments'](#)
- Ensuring 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.
- Ensuring the relevant awarding bodies are informed before the published deadline for entries for each examination series of any potential conflict of interest.
- Checking the qualifications of the centre's assessor for access arrangements (SENCO) and that correct procedures are followed

#### The Exams Officer (EO)

Has responsibility for the management and administration of internal and external examinations, ensuring that all examinations comply with regulations published by the JCQ and relevant awarding bodies.

The EO is responsible for:

- The timely registration of candidates on appropriate external courses with the appropriate awarding body
- Scheduling of all internal exams
- Managing, training and quality assurance of exam invigilators
- Provision of rooms and resources to support candidates sitting external examinations
- Ensuring candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them



- Ensure teaching staff complete necessary controlled/non-examined assessments on time and in accordance with JCQ guidelines
- Safe and secure storage of all examination papers and completed scripts
- Administering access arrangements and making applications for special consideration using JCQ guidance documents
- Identify and manage examination timetable clashes
- Account for income and expenditure relating to examination costs/charges
- Submit candidates controlled/non-examined assessment marks, track dispatch and store returned work in accordance with JCQ instructions
- Arrange for dissemination of examination results and certificates to candidates
- Supply, training and management of exam invigilators

**The Special Education Needs Coordinator (SENCO)** is responsible for:

- Understanding the contents, referring to and directing relevant centre staff to the annually updated JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Leading on the access arrangements and reasonable adjustments process.
- The identification and testing of candidates to identify access needs to establish evidence base for normative ways of working.
- The provision of additional support to candidates.

**The Invigilators** are responsible for:

- Running exams to comply with JCQ regulations and for maintaining the security of exams in progress.
- Collect exam papers and other materials from the exams store before the start of the exam
- Complete examination attendance register
- Collect all examination papers in correct order at the end of the exam and return to exams store
- The duties and roles of invigilators are explained in the Invigilator Handbook, produced and updated annually by the EO

**The Senior Leadership Team (SLMT)** must be fully aware of the [JCQ General Regulations](#) for examinations.

**The Head of Department/Faculty (HOD/HOF)** is responsible for identifying appropriate courses for students to study.

This will include:

- Overseeing subject teachers to prepare candidates for the exam, ensuring the course content is taught and assessed in accordance with exam board specifications together with completion of all controlled/non-examined assessments including mark sheets and declaration sheets as required by the awarding bodies.
- Organise appropriate training for subject teachers to equip them for the delivery, management and assessment of the exam specification and ensuring they are up-to-date with changes to exam specifications and requirements
- In conjunction with the EO, enter candidates for examinations according to awarding body regulations and adhering to internal and external deadlines as directed by the EO
- Analysing post results data to inform learning and teaching and advise candidates on future courses
- Ensuring any scripts requested for learning and teaching are anonymised before being made public. No live exam script should ever be used for any learning and teaching purpose beyond confidential discussion between subject specialists
- Arranging safe and secure storage of student NEAs for the required period of time as specified by JCQ
- Heads of Faculty/department must be registered with relevant Exam Boards to receive regular updates

**The Candidates** are responsible for:



- Checking their entry lists and timetables
- Understanding and following exam regulations laid down by the JCQ and the school and complying with the requirements of the examination room.

**The Parents** are responsible for:

- Ensuring candidates are prepared with appropriate equipment to complete the examination
- Ensuring candidates arrive on time for external and internal examinations
- Informing the EO immediately if a candidate is
  - Unwell or requires special temporary arrangements which may lead to a request for special consideration
  - Unable to attend an examination
- Supporting the school and the candidates to ensure the candidate achieves their full potential and adheres to all exam regulations

### 3. Confidentiality & Communications

JCQ emails and correspondence must not be distributed to third parties outside of the exam centre staff. This includes sharing such correspondence to students, parents or other schools or teachers outside of The Radclyffe school.

### 4. Statutory tests and qualifications

- The qualifications offered at The Radclyffe school must be approved by the SLMT
- All qualifications offered at GCSE, BTEC, Vocational are reviewed annually to ensure all qualifications are recognised by the most current DfE '*Performance tables – approved qualifications and discount codes*'
- The subjects offered for these qualifications may be found on the school website. If there is a change of specification from the previous year, the EO must be informed as soon as the decision to change has been made
- Informing the EO of changes to the specification is the responsibility of the HOF/HOD
- Decisions on whether a candidate should be withdrawn from a particular subject will be taken in conjunction with candidate/parent/carers/EO/deputy headteacher

**Additional guidance can be found in:**

[Section 4: BTEC Policy](#)

[Section 5: NEA Policy](#)

### 5. Exam fees

- All entry fees are paid for by the school.
- If late entry fees are incurred the school may request re-imbursement from the departmental budget.
- If a candidate fails to meet the requirements for a particular examination, either by failing to complete controlled/non-examined assessments or by failing to attend a written paper, parents/carers are responsible for reimbursing the school. The only exception to this is when there is a medical reason for missing a paper, and this must be supported by a medical certificate

### 6. Appointment of invigilators

- External staff are used to invigilate exams in order to protect the integrity of public examinations, provide uniformity of experience for students and develop professional expertise.
- Recruitment of invigilators is the responsibility of the EO and HR Manager
- Rates of pay are set by the school



- Securing the necessary DBS clearance for new invigilators is the responsibility of centre administration and is paid for by the centre.
- All invigilators must attend an annual update and training course provided by the EO and a log of all training provided must be kept by the EO and available for inspection when requested

## **7. Exam Entries, entry details and late entries**

- Candidates are selected for their examination entries by the HOF/HOD
- Candidates or parents/carers cannot request a subject entry, change of level or withdrawal
- The school does not accept entries from external candidates
- The centre does not act as an exam centre for other organisations
- Entry deadlines are circulated to HOFs/HODs via email
- Late entries are authorised by the EO
- All entry fees are paid for by the school
- Candidates and departments will not be charged for changes/withdrawals made provided these are made within the time allowed by the awarding bodies
- Late entry fees incurred by the faculty will be paid from the departmental budget
- If a candidate fails to meet the requirements for a particular examination, either by failing to complete controlled/non-examined assessments or by failing to attend a written paper, parents/carers are responsible for reimbursing the school. The only exception to this is when there is a medical reason for missing a paper, and this must be supported by a medical certificate
- If a teacher has a year 11 class that includes a member of their family, they must inform the EO who will make the Awarding Body aware before deadline for exam entries of 21<sup>st</sup> February
- Centre staff are not permitted to sit qualifications at this school

## **8. Handling and Storage of Exam Papers**

The security of exam papers is of paramount importance to ensure the integrity of National examinations.

The following protocols must be followed without exception:

- When papers arrive at the centre they must be logged at reception
- Reception will contact the EO immediately (or the delegated key holder in their absence)
- The EO will follow JCQ guidelines for checking exam paper packets and reporting any concerns identified. If the EO is not present, the papers must be locked in the exam storage area by a designated keyholder and checked at the earliest opportunity.
- Exam papers must not be removed from the exam storage area until the day of the exam.
- On the day of the exam, relevant papers must be checked by the EO and another member of staff to ensure the paper, date and time is correct for that date and session.
- Paper packs must be split and sorted in the secure storage area.
- Immediately prior to the exam the papers are transferred to the invigilation team who will take them immediately to the exam room in preparation for the exam session

## **9. Pre-release material**

- Any pre-release material including materials for modern foreign language speaking tests will be held in secure storage in the exams store until it becomes 'live'
- When the material can be released to staff it must be signed for, on the understanding that the HOF/HOD will fully brief staff of the need for confidentiality and keeping the materials within the centre under secure storage

## **10. Identification of Candidates**

- JCQ regulations state that "The Head of Centre must make sure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of all candidates"



- All students in years 10 and 11 will be identified by means of a seating plan with candidate name and number on together with an examination card on their desk which has all the former information together with a photograph.
- Members of the school attendance team will verify candidate's identity at the start of the exam

## 11. Exam series and Timetables

- All examinations are conducted under JCQ exam conditions
- The EO will publish the exam timetable for each exam season for both internal and external exams to candidates and staff
- Details of the exam timetable will be accessible to parents/carers via the school website and the MCAS app
- All external exams will comply with the JCQ regulations which are published annually
- The EO together with the Invigilators are responsible for the day-to-day running of all examinations
- No teaching staff are allowed into the examination room unless they are members of the SLMT to assist in the settling of students – provided that they have not had any input in preparing students for the exam being taken
- In practical subjects, teachers may be on hand in case of any technical difficulties
- Exam papers may not be read by invigilators and cannot be removed from the examination room until the end of the exam session.
- Spare exam papers will be retained by the EO for 24 hours and then released to HOF/HODs

## 12. Candidate – dress and code of conduct in examinations

- The school rules on acceptable dress, behaviour and use of mobile phones and other electronic devices apply at all times
- Candidates must submit mobile phones, wrist watches and other electronic devices in their processions for storage during the examination in accordance with school procedures
- Failure to submit their devices will be considered as serious malpractice and will be reported to the relevant examination board
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage
- Disruptive candidates will be dealt with in accordance with JCQ guidelines
- Candidates will remain with the examination room for the full duration of the exam (*candidates may only leave the room for a genuine purpose and required to return, they must be accompanied by an invigilator at all times*)

## 13. Late or absent procedures

- The EO will inform all candidates of their exam timetable, date and time. It is the candidates' responsibility to be fully aware of their exam timetable.
- The EO will publish a list of all candidates, exam room and seat number. These are posted at designated sites in the school. Candidates are expected to consult these in plenty of time to enable them to arrive at the exam room at least 10 minutes prior exam start time.
- The EO will ensure that a paper copy of individual timetables are handed out in PLG. Candidates can also check their exam timetable on their student portal
- Candidates who are late to the exam must get permission from the invigilator to enter the exam room. They must enter quietly and not cause a disturbance. The time of arrival will be noted by the invigilator and they will be permitted the full duration of the exam time.
- If candidates arrive more than 1 hour after the published start time, the awarding body must be notified. The candidate must be informed that the awarding body may not accept their exam paper.
- If a candidate is absent for the exam, the school's normal absence procedures will apply to determine the reason for the absence. Unless the candidate arrives at the exam room during the designated exam session, it will not be possible for the candidate to complete that paper.





## 14. Food and Drink

Candidates are permitted to bring water into the exam room. Drink containers must have any labels removed. Food is only allowed at the discretion of the EO and usually for medical reasons

## 15. Leaving the exam room

Candidates leaving the exam room is managed in line with JCQ regulations.

- 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
- 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 are allowed to leave the examination room temporarily must be accompanied by an invigilator. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence.
- Instances will be recorded on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break

## 16. Managing behaviour

- In the Autumn term all exam candidates are issued with the JCQ Information for candidates (coursework, non-examination assessments, on-screen tests, social media and written examinations) electronically. These documents are also posted on the school website and brought to the attention of parents/carers.
- Prior to assessments and/or examinations taking place, candidates are briefed by the EO via an assembly, 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.
- Any inappropriate behaviour in the exam room is deemed as candidate malpractice and the centre will act set out in section 10 of this policy.
- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification. All instances are recorded on the exam room incident log.
- The EO has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room.

## 17. Exam clashes

- The EO is responsible for dealing with exam timetable clashes organising lunchtime supervision and overnight accommodation as necessary.
- Where candidates have an exam clash and papers are no more than 3 hours long, both papers must be completed back-to-back in the same exam session. A 20-minute break is permitted between the papers, but this must be taken in the exam room and under formal supervision.
- Overnight provisions may only be permitted for rare and exceptional situations. The EO is responsible for ensuring appropriate supervisory measures are in place and that the necessary supervisory papers have been signed and dated.

## 18. Special considerations

- When students are disadvantaged during an exam, the EO will refer the situation to the exam board for special consideration. It is for the exam board to decide if the situation is of such a nature that the candidate(s) have been disadvantaged and, if appropriate, permit an adjustment to the candidates' marks for that paper.





- Should a candidate experience any disturbance during an examination that is in excess of what is reasonable within the context of normal school life and exam conditions, the invigilator will make a note of the time, incident and candidate(s) affected in the exam room incident log and bring this to the attention of the EO at the earliest opportunity after the exam has been completed.
- If a candidate experiences illness, bereavement, trauma, or feels they are in any other way disadvantaged or disturbed, before or during an exam, it is the responsibility of the candidate/parent or carer to immediately alert the EO who will advise them accordingly. When appropriate evidence is provided the EO will forward a completed special consideration form to the relevant awarding body.

## 19. Malpractice

- The EO and Senior Leaders are responsible for investigating suspected malpractice in accordance with the JCQ regulations.

## 20. Publishing Exam Results and Post Results Services

Common arrangements for publishing exam results and post-results services, including key dates and deadlines, is under the governance of JCQ and EO will comply with all guidance and regulations set out in the most current edition of the JCQ [Post-Results Services](#) booklet.

- Candidates will receive individual results slips on results day, either in person at the centre or by post to their home address, candidates are to provide self-addressed envelopes. Candidates may also identify a friend/relative to collect their results if prior written permission is given to the EO in advance of results day
- Arrangements for the school to be open and the provision of staff on results day is the responsibility of the SLMT
- Review of Results (ROR) may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any ROR is requested
- If a candidate instigates a ROR, they must pay the published fee before the ROR is processed. School staff may investigate the feasibility of asking for a re-mark at the school's expense via a member of the SLMT
- After the release of results candidates and teachers may request the return of the exam paper
- If the candidate requests the return of a script, the service must be paid for by the candidate before the request is processed
- If the script has been requested by a teacher for teaching purposes the consent of the candidate must be obtained. Fees will be paid from the departmental budget
- ROR cannot be requested once an original script has been returned

## Appeals

- Upon receiving the outcome of a ROR, if the requestee is dissatisfied with the outcome they may ask the school to appeal to the exam board. Appeals to the exam board must be made within two weeks of the outcome of the ROR and therefore, any request must be made within three days of receipt of the outcome.
- For appeals and/or complaints relating to EO not agreeing to support or process a Review of Results, students or parents/carers must follow the schools complaints procedures.

## 21. Certificates

- Certificates are presented in person at Presentation Evening or if candidates are unable to attend this evening they can be collected at a later date from the school office where they will be asked to sign to confirm receipt
- Certificates can be collected on behalf of the candidate by a third party, provided they have authorisation to do so. They will be asked to sign to confirm receipt
- Certificates will be withheld from candidates who owe fees
- The center will retain certificates for five years



- A transcript of results may be issued if a candidate agrees to pay the costs incurred

## 22. DfE Data Collection

- The centre is required to check the school's information on the Department of Education's Schools and College Performance Tables data annually.
- The data should be checked by the Management Information Systems Leader (MISL) to ensure all results are entered correctly.

## 23. Controlled Assessments and Non-Exam Assessments (NEA)

For all matters relating to Controlled and Non-Exam Assessments please refer to the following:

- [Section 5: Non-Exam Assessment Policy](#)
- [Section 6: Non-Exam Assessments Risk Assessment](#)
- [Section 7: Appeals procedures and requests for Review of Marking](#)
- [Section 8: Complaints Procedure](#)
- [Section 10: Disciplinary Procedures for Malpractice](#)
- [Appendix 5: Non-Exam Assessments Risk Assessment](#)

## 24. Contingency Plan

In the event that the HOC be absent, the EO would refer firstly to the Deputy Headteacher responsible for curriculum and then the Deputy Headteacher responsible for behaviour and attitudes. In the event of the EO being absent the following procedures will be followed:

- Any administration tasks, i.e. processing/submission of entries, receipt of exam papers, receipt and processing of results, will be carried out by the Management Information Systems Leader (MISL).
- The MISL will be responsible for managing the invigilators and running the day to day exams.
- The exam keys will be obtained from the EO and held by the MISL.
- We have links with a local school, Blessed John Henry Newman RC College in Oldham and have an understanding that the EO will provide advice should the need arise.
- A detailed contingency plan is located in the "Exams Policies" file located in the exam secure store.

## 25. Emergency evacuation policy

- This details how The Radclyffe school deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.
- A copy is located in the "Exams Policies" file located in the exam secure store.

## Section 2: Disability Policy

### Equality Act 2010, special needs and access arrangements

The Radclyffe school will meet the requirements of the Equality Act 2010 by ensuring that the exam centre is accessible and suitable to each candidate's needs. This is the responsibility of the HOC and SLMT.

#### 1. Purpose of the policy

This policy is provided as an exam-specific supplement to the centre-wide accessibility plan/policy and details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')



- requesting access arrangements
- implementing access arrangements and the conduct of exams

## 2. The Equality Act 2010 definition of disability

A full definition of what constitutes disability is provided on page 15 of the current JCQ publication: [Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments](#).

## 3. Identifying the need for access arrangements: Roles and responsibilities

### Head of centre

- Is familiar with the annually updated JCQ publications and refers to and directs relevant centre staff to them
- Ensures an appropriately qualified assessor is appointed and that evidence of the qualification of the person appointed is held on file

### Teaching Staff/Teaching Assistants/EO/SLMT

- Inform the SENCO of any support that might be needed by a candidate
- Staff must not suggest or agree with candidates any access provision, including separate invigilation, but must refer these matters to the SENCO/EO who will adjudicate such matters.

### Special Educational Needs Coordinator (SENCO)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Is the qualified assessor on all matters relating to assessing candidates and the administration of the assessment process.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

## 4. Requesting access arrangements – Roles and responsibilities

### Special educational needs coordinator (SENCO)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Applies for approval in conjunction with the EO through *the JCQ Centre Admin Portal* (CAP), or through the awarding body where qualifications sit outside the scope of CAP
- Ensures appropriate and required evidence is held on file to support applications in CAP including the completion of JCQ Form 8 or Form 9, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Maintains a file for each candidate that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre
  - in addition, for GCSE qualifications (where approval is required), a print out of the CAP approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector



### **Exams Officer (EO)**

- Is familiar with the contents of the annually updated JCQ publications General Regulations and Instructions for Conducting Examinations and is aware of information contained in Access Arrangements where this may be relevant to the EO role
- Ensures that arrangements, and approval where required, are in place before a candidate takes the first exam or assessment (either internally assessed or externally assessed/moderated)

## **5. Implementing access arrangements and the conduct of exams Roles and responsibilities**

### **External assessments:**

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

### **Head of centre**

- Supports the SENCO, the EO and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

### **Special educational needs coordinator (SENCO)**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

### **Exams Officer (EO)**

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current JCQ [\*Instructions for Conducting Examinations\*](#)*
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Liaises with the SENCO regarding the facilitation, invigilation and rooming of access arrangement candidates
- Liaises with the SENCO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues and that they are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams

### **Teaching Assistants and other relevant centre staff**

- Support the SENCO and the EO to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Be fully aware of the JCQ rules and regulations when acting as a Reader, Scribe or Prompter for a



candidate

- Be aware of the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated
- Staff responsible for IT or another specialist equipment that may need to be provided or adapted for a candidate
- Site staff responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

### **Internal assessments:**

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

### **Special educational needs coordinator (SENCO)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

### **Teaching staff**

- Support the SENCO in implementing appropriate access arrangements for candidates
- Provide the SENCO with assessment schedules to ensure arrangements are put in place when required

### **Pre-Public Exams (PPEs)**

These are exams or tests which are set and marked within the centre.

### **Exams Officer**

- Support the SENCO in implementing appropriate access arrangements for candidates
- Provide the SENCO with internal exam timetable to ensure arrangements are put in place when required

## **6. Facilitating access**

On a candidate-by-candidate basis, consideration is given to:

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

## **7. Separate Invigilation**

Separate invigilation within the centre 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 an examination accommodated in another room separate to the main cohort.

At The Radclyffe school, decisions on the awarding of the arrangement are made by either the EO or the SENCO and must be supported by evidence of:

- long-term medical condition or long term social, emotional and mental health needs
- the candidate's difficulties are established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities
- separate invigilation reflects the candidate's normal way of working in internal tests and PPEs



because of a long-term medical condition or long term social, emotional and mental health needs. Where a candidate is subject to separate invigilation within the centre, the regulations and guidance within the JCQ publication Instructions for Conducting Examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements.

### Section 3: Word Processor Policy – for use in Examinations

The JCQ regulations, which govern [Access Arrangements](#) for GCSE Examinations state that "Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs." For example, the quality of language significantly improves as a result of using a word processor due to problems with planning, organisation or legibility when writing by hand. Where possible the use of a computer should always be considered before considering the use of a scribe to ensure as far as possible that the exam is the candidate's only work and they receive maximum possible marks for each exam.

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an examination or assessment.

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet thus the candidate avoids the difficulty of visually tracking between the question paper and screen.

The school SENCO, with subject teachers and the Exams Officer, will assess which students should be considered for using a word processor in examinations. A word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Examples of particular types of candidates which would benefit from the use of a word processor include a candidate with: (*this list is not exhaustive*)

- 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

Candidates who are identified as benefitting from the use of a word processor will

- use an exam compliant laptop provided by the centre
- be accommodated in a small room overseen by SEN department where Teaching Assistants will invigilate.
- be reminded that their centre number, candidate number and unit/component code must appear on each page as a header or footer
- be instructed to appropriately number each page
- be instructed to use a minimum 12pt font and double spacing
- be reminded by invigilator to save their work at regular intervals
- be present at end of exam when script is printed to verify that the work is their own





## Section 4: BTEC Policy

Each faculty is responsible for:

- Developing, maintaining and implementing internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and the guidelines established by the examining body. These will be evidenced in on-going working practice within the team.
- Implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Controlled Assessment as regulated by the examination board and agreed by the school.
- Producing a clear and accurate assessment plan, with identified dates for completion of work, and for maintaining accurate and detailed record of pupil progress using the standardised planning and assessment paperwork provided by the examining body.

### BTEC Roles and Responsibilities

#### Quality Nominee

- Oversees the BTEC courses.
- Will provide a Centre Handbook for inspection by the JCQ or be able to indicate where the following information is stored when requested:
- Approval Documents, Assessment Policy/Procedures, Internal Verification Policy/Procedures, Appeals Policy/Procedure, Assessment Malpractice Procedures, Registration & Certification Procedures, Quality Assurance Form Templates: IV of Assignment Briefs, IV of Assessment Decisions, Tracking Sheet – Grading Criteria, Tracking Sheet – Unit Achievement, Year Plan Overview

#### Exams Officer

- The EO is responsible for the registration of learners and for the claiming of awards and distribution of certificates.

#### Lead Internal Verifier:

The Lead Internal Verifier for each subject is responsible for ensuring that:

- the general assessment procedures, as outlined in the regulations published by relevant examination boards, are properly implemented in practice.
- assessment deadlines are clear, realistic, agreed with all teachers in the department, published in advance to students and their parent/carers and shared with all relevant parties.
- clear, accurate records of learner achievement are maintained
- learners are registered and awards are claimed at the appropriate time.
- appointment of additional Internal Verifiers within their department if necessary.
- production of a BTEC subject handbook (NB. The information does not all need to be in one centralised location, but the handbook must indicate where the information can be located if requested) which is produced in conjunction with teacher/assessors and should contain the following information:
  - Programme Management & Organisation - Programme Details, Programme Team, Programme Timetable, Assessment Plan, Internal Verification Schedule, Agendas/Minutes/Meeting Notes, Relevant Correspondence
  - Learning & Teaching - Current Programme Specification, Schemes of Work/Lesson Plans, Work Placement Info (if appropriate)
  - Assessment & Learner Records - Class Lists/Absence Reports, Assignment Briefs/Calendar, Tracking Sheets – Grading Criteria, Tracking Sheets – Unit Achievement, Records of Assessment/Appeals/Key Skills, Other Info (SATs, Predicted Grades, etc.)
  - Learner Support - Recruitment Criteria/Leaflets, Pre-programme Guidance, Diagnostic Testing/Learning Styles, etc., Induction Arrangements/Checklist, Consultation/Parents' Evening Docs, Tutorial Records
  - Quality Assurance- IV Records, Copies of Standards Verifier Reports, Withdrawal/Transfer Data, Programme Review/Evaluation, Learner Questionnaires/Satisfaction Surveys, Retention/Achievement Data, Destination Data, Staff Review & Development Information





### **Teachers/Assessors:**

Teachers/Assessors should produce for candidates a Learner Handbook that contains, where appropriate, the following information:

Qualification Details, Programme Overview, Registration & Certification Information, Induction Timetable/Checklist, Health & Safety Information, Programme Timetable, Year Plan, Unit Details, Key Skills/Functional Skills Information, Assignment Schedule, BTEC Assessment Information, Plagiarism/Malpractice, Independent Learning, Appeals Procedure

### **Stages in the Delivery of a BTEC Assignment**

- Assignment designed
- Assignment verified
- Subject content delivered
- Students complete assignment
- Assignment marked
- Grade verified (Internal Verifier)

## **Section 5: Controlled Assessment and Non-Examination Assessments Policy**

Non-Examination Assessments (NEA) is defined as work assigned to and completed by a student during a course of study and contributes to the student's final exam grade; it is marked internally by the teacher before being submitted for review and external moderation by the exam board. Ensuring the validity of the marks produced from NEA is vital in maintaining the integrity and reputation of this school in the assessment of its students.

The Radclyffe school is committed to full compliance with the JCQ NEA guidelines. A copy of the most up-to-date NEA guidelines may be downloaded from:

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

### **The Head of Faculty (HOF)**

The Head of Faculty is responsible for the implementation and oversight of NEA and must ensure:

- Roles and responsibilities of all staff associated with NEA Assessments are documented
- Examination Assessment plan for the year detailing how and when the assessment and standardisation process will take place. This should include any deadlines set by the exam board for submission of marks and external moderation process.
- Clear information on what task(s) must be completed (whilst the exam board will do all they can to protect the interest of the candidates; it may not be possible to accept work based on the wrong task).
- Copies of NEA guidance are produced for students/parents/carers to ensure they are fully aware of the requirements and timescale.
- Appropriate Schemes of Work and exemplar lesson plans, or reference to where these are stored.
- Explanation of levels of supervision and control at each stage of the NEA. Unless the exam board states otherwise, the HOF must follow the guidelines set out in the JCQ guidelines for NEAs.
- Minutes of meetings or other documentation as evidence of management and quality assurance.
- A record of all requests for review of marking, along with a dated timeline of action taken and outcomes of the review process.
- Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. All teachers involved in the delivery of NEAs must be fully aware of all relevant aspects of the NEA guidance contained in the exam board specification and JCQ guidance document.
- Work produced by the candidates under formal supervision is securely stored and only returned to candidates when formal supervision arrangements have been re-established. Secure storage may comprise either:
  - Hand produced documents stored in a locked cabinet, cupboard or store area.



- Digital documents produced and retained in the school's secure online site that is password protected and restricted access to unauthorised materials. For further assistance with digital documents, consult with the Network manager who will assist with the set-up of the secure site.
- Work submitted for marking by candidates has been authenticated in line with the requirements of the awarding body. This will include signed declarations by both the student and the teacher supervising the NEA. If the teacher is unable to confirm that the work presented has been completed by the student under the required conditions the work must not be accepted and a mark of zero recorded for the internally assessed work.
- Marking of candidates' work is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. JCQ guidelines permit teachers to take work home for marking under the strict condition that sensible precautions regarding the safety of work is in place. Where a number of subject teachers are involved in marking candidates' NEA work, the HOF will make appropriate arrangements for internal moderation and standardisation to ensure consistency of marking. All marks awarded must be recorded centrally and accessible to the HOF and EO.
- Candidates must be 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

**NB**

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between Centres. The moderation process may lead to mark changes and this process is outside the control of The Radclyffe school and is not covered by this policy.

**The Head of Centre** is responsible for:

- Returning a declaration which is 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
- Ensuring the centre's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment
- Ensuring the centre's Internal Appeals Procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

**The Exams Officer** is responsible for:

- Processing entries in accordance with JCQ and exam board guidelines and based on information provided by the HOF.
- Where confidential materials are directly received by the EO, the EO is responsible for the receipt, safe storage and safe transmission, whether in digital or hard copy format.
- Submit candidates' marks via the secure portal for each awarding body in conjunction with the HOF before deadlines
- On the few occasions where the NEA cannot be conducted in the classroom, the EO will assist in securing suitable accommodation for the controlled assessment to be carried out.

**The SENCO** is responsible for:

- Ensuring access arrangements have been applied for before the deadline for requesting access arrangements as stipulated by the exam board
- Ensuring that students are aware of their entitlement.
- The SENCO or delegated teaching assistant will work with HOF/teaching staff to ensure requirements for TAs and student support are carried out in an appropriate and timely manner.



### Ownership of Coursework

- On completion, the NEA submitted by students becomes examination material and the school holds it securely until it has no further value as examination material.
- Ownership and copyright of the original NEA is passed to the school on submission by the student.
- No NEA will be used as exemplars whilst the assessment of that work is still live and under review by the exam board up to 31<sup>st</sup> October of the year in which the work is submitted. All NEA used as exemplars must be completely anonymised to protect the identity of the candidate before it is used.
- Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes.
- Students should carefully retain copies of all their work, as the original work will not be returned.

## Section 6: Non Examination Assessments (NEA) Risk Assessment

Risk	Action	By Whom
<b>Timetabling</b>		
Controlled assessment/NEA schedule clashes with other activities	<ul style="list-style-type: none"> <li>• Plan/establish priorities well ahead</li> <li>• CA/NEA timetable to be agreed during first 2 weeks of new academic year</li> </ul>	BAG CLMT
Too many controlled assessments/NEAs close together across GCSE	<ul style="list-style-type: none"> <li>• Plan/establish priorities well ahead</li> <li>• CA/NEA timetable to be agreed during first 2 weeks of new academic year</li> <li>• Late additions to confirmed controlled assessment timetable agreed by senior leaders</li> </ul>	BAG CLMT  CLMT
<b>Accommodation</b>		
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct CA/NEA	BAG/TEL
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	BAG/HOF/HOD
<b>Downloading awarding body set tasks</b>		
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases  Book IT equipment well ahead and download tasks before scheduled date of assessment	HAR  HOF/HOD



Teaching staff unable to access task details	Test secure access rights ahead of CA/NEA schedule every year and every session  Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the CA/NEA schedule	HAR  BAG
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date  Contact awarding body and ask for replacement task; download again	HAR  BAG
<b>Absent candidates</b>		
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	HOF/HOD
<b>Control levels for task taking</b>		
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved.  Regular unannounced observations by exams officer  Seek guidance from the awarding body	HOF/HOD  BAG  BAG
<b>Supervision</b>		
Student study diary/plan not provided or completed ( <i>not required for all GCSE subjects</i> )	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course  Ensure candidates start, continue and complete study diary/plans that are signed after every session	HOF/HOD  class teacher
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of CA/NEA and their role in supervising assessments	BAG
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any CA/NEA session where a teacher is not supervising, in line with the awarding body's specification	BAG



Task setting		
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	HOF/HOD
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately Seek guidance from the awarding body	HOF/HOD BAG
Security of materials		
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security Contact the awarding body to request/obtain different assessment tasks	HOF/HOD/BAG BAG
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary Seek guidance from the awarding body	HOF/HOD BAG
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course Find alternative storage within the centre	BAT
Deadlines		
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Class teacher Class teacher BAG
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines Ensure teaching staff have access to online secure website for awarding bodies Seek guidance from awarding body	BAG BAG BAG
Authentication		



Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign	Class teacher
	Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Class teacher
	Find candidate and ensure authentication form is signed	Class teacher
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	BAG
	Ensure authentication forms are signed as work is marked	HOF/HOD /Class teacher
<b>Marking</b>		
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking	HOF/HOD
	Ensure one member of staff from the department attends awarding body standardising meeting each year	HOF/HOD
	Plan for sampling of marking during the practice phase	HOF/HOD
Centre does not run the standardisation activity as required by the awarding body	Check with the awarding body whether a later standardisation event can be arranged	BAG

### AI Use in Assessments:

The following JCQ guidance has been distributed to all staff and enforced to students:

- Poster for Students – for schools and colleges to sue with students to better understand the rules for use of AI in Assessments.
- Information sheet for Teachers – a summary to help teachers understand and prevent AI misuse.
- Senior Leader Presentation for Teachers – a Powerpoint presentation for senior leaders to use with their teaching colleagues to help them understand and prevent AI misuse.
- Teacher Presentation for Students – a Powerpoint presentation for schools and colleges to use with students to better understand the rules for use of AI.

[JCQ-AI-poster-for-students-2.pdf](#)

[JCQ-AI-information-sheet-for-teachers-1.pdf](#)

## Section 7: Appeals Procedure and Request for NEA Review of Marking

### Appeals against internal assessment decisions (centre assessed marks)

Some GCSE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed and standardised by The Radclyffe school. The marks awarded, which contribute to the final grade of the qualification, are then submitted by the deadline



set by the awarding body for external moderation. This procedure confirms The Radclyffe school's compliance with JCQ's General Regulations for Approved Centres (section 5.7) that the centre will:

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

The Radclyffe 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.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The Radclyffe school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

The timeline for conducting all NEAs must be clearly published and available to students and parents. The deadline for teachers publishing results to candidates must be no later than 2-weeks before the exam board submission deadline to allow for any appeals by candidates for a review of marking. These deadlines will be communicated to students in their class within the allotted time frame and to parents/carers where necessary.

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 marking standards 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.

The Radclyffe school will:

- ensure that candidates are informed of their centre assessed marks no later than 2 weeks before marks are submitted to the awarding body and should they wish to request a review they must do so no later than 2 days after marks have been disclosed
- inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. This will be actioned by the HOF or teacher delivering NEAs
- having received a request for copies of materials, promptly make them available to the candidate within 2 school days
- inform candidates they will not be allowed access to original assessment material unless supervised
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- 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 for reviews of marking must be made in writing to the EO, within 2 days of receiving any requested materials, who will liaise with the HOF ensure all procedures are correctly adhered to.

All written requests for review of marking must be securely stored by the EO until October 31<sup>st</sup> in the year in which the CA/NEA marks are submitted to the exam board.

**The Deputy Headteacher and Exams Officer** will:

- on behalf of the HOC, 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.
- The EO will 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 HOC and will be logged as a complaint.
- A written record of the outcome of review will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

For appeals and/or complaints relating to the delivery of the examination content or the manner in which the course or NEA has been conducted, students or parents/carers must follow the schools complaints procedures.

### **Appeals against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal**

See section 1.20 for details on how The Radclyffe school manages the post-results process.

If the centre advises that a clerical re-check or review of marking may not be in the candidate's best interest and the candidate disagrees the centre will process the request, having made it clear to both the candidate and to their parent/carer that their consent confirms their understanding 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.

Following a Review of Results outcome, an external appeals process is available if the HOC 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 HOC 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, an internal appeal may be made, in writing, to the HOC. Following this, the HOC'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.

## **Section 8: Complaints procedures**

For complaints concerning assessment decision:

- A student or parent/carer must follow the procedure set out in Section 1, point 20 – Publishing Examination Results and Post Results Services

For complaints concerning results and post-results:

- In the first instance the student or parent/carer should make an Informal Appeal to the EO. If there is still a disagreement then a formal appeal should be made to the Headteacher.

For complaints concerning procedures and the manner in which the course or assessment has been delivered:

- In the first instance, the student or parent/carer should contact the teacher to explain their concern and seek further clarification. It is advisable for the teacher to make their HOF aware any concern.



The 3-Stage Complaints procedures set out below must be followed precisely

For complaints concerning Access Arrangement procedures:

- In the first instance the student or parent/carer should make an Informal Appeal to the EO. If there is still a disagreement then a formal appeal should be made to the Headteacher.

For complaints concerning conducting exams:

- In the first instance the student or parent/carer should make an Informal Appeal to the EO. If there is still a disagreement then a formal appeal should be made to the Headteacher.

### **Stage 1: Informal Appeal**

#### **Appeal to Teacher, Head of Faculty, Exams Officer**

- The student or parent/carer should make their concerns known to the appropriate teacher, HOF or EO to see if the situation can be resolved swiftly. Informal appeals may be verbal or in writing (phone, letter or email).
- The teacher or HOF must inform their line manager and the EO within 24 hours of any informal appeal that they believe will not be resolved and may progress to a Stage 2 Formal Appeal.
- The teacher, HOF and/or EO must keep a written record of all appeals/concerns (including emails) and their findings/response until the final certification of that subject is completed.

### **Stage 2: Formal Appeal**

#### **Appeal to Head of Centre (Head Teacher)**

- If the student or parent/carer is unhappy with the findings/response of the teacher/HOF they should make an appeal in writing to the HOC as soon as possible and no more than 2-weeks after the date of the last external exam in the subject.
- A full review of the appeal will be carried out by the Deputy Headteacher in charge of curriculum and the EO. This enquiry will collect written statements from all concerned parties and consider whether the practices and procedures followed in the course delivery and/or assessments conformed to the published requirements of the Awarding Body and the Examinations Code of Practice of the JCQ. This will take place before the end of the examination series.
- The appellant will be informed, in writing, of the outcome of the appeal. Details of any relevant communication with the Awarding Body, any changes to the assessment of their work and any steps taken to improve the internal assessment process will be included.
- A written record of the appeal will be kept for a minimum of 18 months and made available to the Awarding Body at their request. Should the appeal bring any significant irregularity to light, the Awarding Body will be informed.

### **Stage 3: External Appeal**

#### **Appeal directly to the exam board**

- The Exam Board will expect that stages 1 and 2 have been followed prior to stage 3. If not, the matter will simply be referred back to Stage 2 HOC appeal.
- If the student or parent/carer is unhappy with the judgement of the Formal Appeal, the HOC is required to escalate the matter to the awarding body. The JCQ guidelines clearly state that candidates or parents/carers are not permitted to appeal directly to the awarding body.
- The appeal to the awarding body must be within 14 days of the completion of stage 2. The appeal must be in writing and include:
  - The grounds for the appeal
  - Any supporting documentation (including the written findings provided by the school)

#### **External Moderation of NEA**

Internally assessed work is moderated by the Awarding Body to ensure consistency between Centres. Such moderation can change the marks awarded for internally assessed work, both up or down. This



is outside the control of The Radclyffe school and is not covered by this procedure.

It is for this reason that students must be aware that the final mark for their NEA is not fixed until after it has been externally moderated and results published in August on Results Day.

If you have any concerns about external moderation, a copy of the appeals procedure of the relevant examinations board is available from the Examinations Office.

## Section 9: Lockdown Policy

- This policy details the measures taken at The Radclyffe school in the event of a centre lockdown during the conducting of examinations.
- A lockdown may be required in the following situations:
  - 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
  - any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates
- The Radclyffe school has devised lockdown procedures after consulting GOV.UK's Stay Safe guidance.
- With regard to conducting examinations, the focus before, during and after an exam will be:
  - the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
  - maintaining the integrity and security of the examinations/assessments process
  - how to achieve an effective lockdown
  - how to let people know what's happening
  - training staff engaged/involved in the conducting of examinations
  - STAY SAFE principles (Run, Hide, Tell)

## Roles and responsibilities

### Head of centre (HOC)

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being locked down
- To ensure that all candidates and staff are aware of an 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 & Management Team (SLMT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session



- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for
- 

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

- To train invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLMT/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 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 EO 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 SLMT 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 SLMT member will communicate (via mobile phone/walkie talkie) the situation to the EO (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
  - The EO will collate the information from all exam rooms and forward this to the HOC 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

### **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 exams 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, the EO will collate the information from all exam rooms and forward this to the HOC immediately
- The HOC will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the EO (or invigilators in the absence of the EO) will initiate the emergency evacuation procedure
- The EO 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 exams 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, the EO 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/SLMT/HOC entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLMT
- Where applicable and if advised to do so by SLMT/ HOC, 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 EO will



- provide a report of the incident for awarding bodies (via 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, SLMT/EO will
  - negotiate any alternative exam sittings with the awarding bodies
  - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLMT/HOC 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 lead 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

## Section 10: Disciplinary procedures for Malpractice

Malpractice, which includes maladministration, means any act, default or practice that is a breach of the Regulations or which:

- attempts to give the students an unfair advantage over other students in assessments;
- 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.

This list of malpractices is not exhaustive and other instances of malpractice may be considered at the centre's discretion.

### Malpractice by learners:

- Plagiarism of any nature, i.e. using others' ideas and words (possibly from books and websites) without clearly acknowledging the source of that information and thereby attempting to present this as original work. This includes directly copying another student's work.
- Collusion between learners to produce work that is submitted as individual learner work
- Deliberate destruction or defacing of another's work
- Fabrication of results or evidence i.e. misrepresentation of the results of experimental work or the presentation of fictitious results.
- False declaration of authenticity
- Impersonation by pretending to be someone else in order to produce work or take their place in an examination.

### Malpractice by Centre Staff:

- Failure to understand and correctly implement examination NEA requirements
- Improper assistance by a member of staff to candidates to influence the outcome of the assessment/examination
- Inventing or changing marks for internally assessed work
- Failure to keep candidates' coursework/portfolio secure
- Failure by the EO to manage examinations according to both JCQ and school regulations
- Fraudulent claims for certificates, or claims for certificates made prior to the learner having completed all the required elements of assessment.
- Inappropriate retention of certificates
- Knowingly producing falsified witness statements or the submission of work that is not the genuine work of the individual learner

**Failure by a centre to investigate allegations of suspected malpractice in accordance with the requirements laid down by the JCQ also constitutes centre malpractice.**





**This centre will seek to avoid potential malpractice by staff or students by:**

- Ensuring all new staff are fully trained, supported and supervised during their induction year.
- Ensuring staff will have access to all guidelines, policies and procedures provided by the centre, JCQ and the examining body.
- Ensuring students are fully informed of the course requirements, how it is assessed, and specific requirements for completing all assessments in accordance with the policies and procedures established by JCQ and the examining body.

**Malpractice investigation**

Investigations into allegations of malpractice will follow the guidelines and procedures laid out in the JCQ [malpractice/maladministration guidelines](#). The centre will ensure that Exam Boards will be notified in accordance with these guidelines and using the official documentation supplied by JCQ.

Under JCQ regulations, the HOC must advise the Exam Board immediately following suspicion of malpractice/maladministration. Failure to do so is considered as centre malpractice.

The exam board will assign the notification of malpractice/maladministration to their lead investigator who will advise and direct the HOC on what actions must be followed. All requests for additional documentation or statements will be completed and returned to the malpractice team in a timely manner as a soon as possible to enable the exam board to make a judgement on the situation.

Where a serious malpractice/maladministration by a member of staff is suspected, that is liable to bring the school into disrepute and/or adversely affect the examination grades awarded to students, the school will implement its own disciplinary proceedings and investigation alongside the exam board investigation. The internal disciplinary proceedings must always remain secondary to the exam board investigation, and any internal proceedings must not conflict with or compromise the exam board investigation. The member of staff suspected of malpractice/maladministration must be treated with respect and assumed to be innocent until proven otherwise following investigation. As directed by JCQ guidelines the member of staff must be provided with written details making clear what the nature of concern is. They must be given reasonable time to consider and respond to the concerns and seek union/legal representation and advice.

Full details on procedures and consequences related to suspected candidate or staff malpractice are detailed in the JCQ document: [Suspected Malpractice in Examinations and Assessments - Policies and Procedures](#).

JCQ notification forms, which also contain a checklist of what steps ought to be completed as part of the investigation process can be accessed via the JCQ website:

- JCQ Form M1 - Report of Suspected Candidate Malpractice
- JCQ Form M2a - Notification of suspected centre staff malpractice or maladministration
- JCQ Form 2b - Report into an instance of suspected centre staff malpractice or maladministration

The awarding bodies will determine the application of a sanction or penalty according to the evidence presented, the nature and circumstances of the malpractice, and the type of qualification involved. These penalties may be applied individually or in combination.

Awarding bodies may, at their discretion, impose the following sanctions against candidates: Warning, Loss of marks for a section, Loss of marks for a component, Loss of all marks for a unit, Disqualification from a unit, Disqualification from all units in one or more qualifications, Disqualification from a whole qualification, Disqualification from all qualifications taken in that series, Candidate debarred.

Once the Awarding Body reach a decision, it will be communicated in writing to the HOC as soon as





possible. It is the responsibility of the HOC to communicate the decision to the individuals concerned, and to pass on warnings in cases where this is indicated.

## Section 11: Safeguarding

To be read in conjunction with The Radclyffe school's Safeguarding policy found on the school website

- The Radclyffe school ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments.
- All invigilators/facilitators will be subject to an enhanced DBS check when employed and will be recorded on the school's single central record.
- All exams staff are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding and receive an annual update during the annual training event. This update includes a reminder of the process to report issues or concerns relating to child protection and safeguarding.

## Section 12: Data Protection

To be read in conjunction with The Radclyffe school's Data Protection policy found on the school website

- There is a requirement for the exams office to hold exams-related information on candidates taking external examinations.
- Candidates' exams-related data may be shared with relevant organisations in order to fulfil the school's legitimate interests.
- The annually updated JCQ document Information for Candidates – Privacy Notice which explains how the JCQ awarding bodies process their personal data can be viewed on the school website.
- Candidates eligible for access arrangements which require awarding body approval are also required to provide their consent by signing the GDPR compliant JCQ candidate personal data consent form (Personal data consent, Privacy Notice and Data Protection confirmation) before access arrangements approval applications can be processed online.
- Any concerns or requests for information should be directed to the school's HR Manager.

## Section 13: Public Health Guidance to support exams

### When exams will run and the impact of local restrictions

Public Health England expect schools and colleges in areas under local restrictions to run exams. Where candidates are travelling to or within an area under local restrictions to take exams, they should refer to the [local restrictions guidance](#). Candidates should expect to be able to travel for the purpose of taking exams.

### Candidates who miss exams due to COVID-19

Provided candidates have taken the minimum necessary assessments for their subject we can apply for 'special consideration' to be awarded if they are unable to attend the remaining assessments for valid reasons.

The minimum necessary assessments needed for special consideration to apply vary by qualification. GCSE exams cannot be rescheduled.

It is possible that some candidates will, very unfortunately, be unable to attend any of their exams. Those candidates who take less than the minimum necessary assessments and therefore cannot be



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awarded a grade will have the option to enter exams in a subsequent series.