Examinations Policy

Effective Date January 2026

Approved by:	Local Governing Boards	Reviewed by: Exams Officers
Reviewed in:	February 2026	
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PURPOSE OF THE POLICY

The Multi Academy Trust is committed to ensuring that the examination management and administration process is run effectively and efficiently and in compliance with the published JCQ (Joint Council for Qualifications) regulations and Awarding Body requirements. It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy which is available on the schools' websites along with other policies mentioned in this policy.
This examinations policy shows how responsibilities are allocated and intends to ensure that:

- All aspects of the centres' examination process are documented.
- Other relevant examinations-related policies, procedures and plans are signposted to, such as the Exam Contingency plan and escalation process.
- All staff involved in the examinations process are well informed, supported and clearly understand their roles and responsibilities.
- All examinations and assessments are conducted according to the JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the examination/assessment system at all times.
- Students (examination candidates) understand the examinations process and what is expected of them.

This policy is reviewed annually to ensure that the Trust's ways of working are accurately reflected and that examinations and assessments are conducted in accordance with current JCQ (and awarding body) regulations,instructions and guidance.

CONFLICTS OF INTEREST

As a registered examination centre we are required to take all reasonable steps to ensure that any conflicts of interest in relation to the delivery and awarding of examinations/assessments are identified, recorded and managed effectively.

A conflict of interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could potentially use that information, or their position, to give an unfair advantage to a close friend, relative or other connected person entered for an examination or assessment at our centre or another centre.

Staff are asked annually to declare any actual, potential or perceived conflicts of interest. The Exams Officer will inform the relevant Awarding Bodies before the published deadline for entries of any potential conflict of interest where:

- a member of centre staff is taking a qualification at the centre which includes internally assessed components/units
- a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a close relationship to the candidate

The Exams Officer also maintains clear 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 has a close relationship to a candidate being entered for examinations 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
- a member of centre staff is taking a qualification at another centre

CENTRE INSPECTIONS

- The JCQ Centre Inspection Service, an awarding body or a regulatory authority will conduct an inspection to ensure that the school is fully compliant with the requirements of an examination centre. Inspections are unannounced and will take place between 8.30am and 3.30pm during term time. The Examinations Officer or a member of the Senior Leadership Team will accompany the Inspector throughout the visit. Where requested, the SENCO will meet with the Inspector to provide documentary evidence relating to candidates with Access Arrangements, respond to any queries and ensure that the student files are available for inspection. The School will respond promptly to any actions or recommendations raised by the JCQ Centre Inspection Service. Any required actions will be implemented within the specified timescales and evidence of compliance will be retained in accordance with JCQ and awarding body requirements.

ROLES AND RESPONSIBILITIES OVERVIEW

Headteacher / Head of Centre

- Is accountable to the Awarding Bodies for ensuring that the school is always compliant with JCQ regulations and Awarding Body requirements and has overall responsibility for the school as an examination centre.
- Understands the contents, refers to and directs relevant staff to annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for Conducting Examinations
    - Access Arrangements and Reasonable Adjustments
    - Suspected Malpractice - Policies and Procedures
    - Instructions for conducting non-examination assessments and the instructions for conducting coursework A guide to the special consideration process
- Completes, on an annual basis, the Head of Centre declaration, managed as part of the National Centre Number Register (NCNR) annual update. Failure to complete the declaration will result in the suspension of the school's centre status.
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack.
- Retains a workforce able to undertake the delivery of the qualifications offered, and qualified staff to mark non-examination assessments, and/or qualified assessors for the verification of centre-assessed components.
- Ensures the Examinations Officer briefs other relevant centre staff where they may be involved in the receipt, movement and dispatch of confidential examination materials on the requirements for maintaining the integrity and confidentiality of the exam materials.
- Ensures that the SENCO has sufficient time to both manage the access arrangements process within the centre and familiarise themselves with the JCQ publication *Access Arrangements and Reasonable Adjustments.*

- Ensures that the Examinations Officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system
- Ensures centre staff:
    - do not advise parents/candidates to contact awarding bodies/JCQ directly
    - do not provide them with addresses/email addresses of awarding body examining/ assessmentpersonnel or JCQ personnel
    - do not forward emails/letters from Awarding Bodies/JCQ without prior consent to third parties or upload onto social media sites and applications
- Ensures the School has appropriate accommodation for examinations, assessments and examination ensures the relevant senior leaders, the Examinations Officer and the SENCO receive appropriate training, and ensures appropriate support is in place until staff are fully trained in their responsibilities.
- Ensures the School has documented processes in place relating to access arrangements and reasonable adjustments, appoints a SENCO who can determine appropriate arrangements for students with learning difficulties and disabilities and ensures there is a process in place to checkthe qualification(s) of the appointed assessor.
- Ensure the school has appropriate contingency and risk management arrangements in place to ensure the continued delivery of examinations should the Head of Centre, the member of Senior Leadership Team with oversight of examinations, The Examinations Officer or any other key member of staff involved in the management of exams process be absent. (see evacuation procedures, exam contingency plan and escalation process detailed in this policy).
- Ensures irregularities are investigated and any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a student or a member of staff, are reported to the awarding body immediately.
- Ensures the School's Equality Policy demonstrates compliance in respect of ensuring qualifications are made fully available to all students capable of taking them, and identifying the need for, requesting and implementing access arrangements.
- Ensures a complaint and an internal appeal procedure is in place and drawn to the attention of candidates and parents/carers (details included in this policy).
- Ensures the School has a Safeguarding Policy, including Disclosure and Barring Service (DBS) clearance, that complies with current legislation and includes information which relates to the examinations process (see school website for Safeguarding Policy).
- Ensures the School has a Data Protection Policy that complies with current legislation (see school website for Data Protection Policy).
- Complies with local health and safety rules which are in place and ensures that the centre is adequately covered for public liability.
- Ensures a non-examination assessment (NEA) policy is in place for GCSE qualifications which include non-examination assessment (see the relevant section in this policy).
- Ensures the School has a Whistleblowing Policy in place (see details in this policy).
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments.
- (See school website for current Access Arrangements Policy) ensures the relevant Awarding Bodies are informed of any Conflict of Interest.
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection and co-operates with the JCQ Centre Inspection Service ensures the Examinations Officer and all staff responsible for the delivery and/or security of qualifications take all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:

- the location of the centre's secure storage facility in a secure room which must only be used for the purpose of administering secure examination materials
- the secure room only contains examination-related material
- there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility
- access to the secure room and secure storage facility is restricted to the authorised two to six keyholders and staff approved by the head of centre are accompanied by a keyholder at all times

- 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 and after assessments have taken place and ensures any person involved in administering, teaching or completing exams/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose exams/assessments are involved.
- Ensures irregularities are investigated and 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.

Examinations Officer

- Understands and implements the contents of annually updated JCQ publications including:
  - General Regulations for Approved Centres
  - Instructions for Conducting Examinations
  - Suspected Malpractice - Policies and Procedures
  - Post-Results Services
  - A guide to the Special Consideration Process
- Signposts relevant staff to JCQ publications and awarding body documentation relating to the examinations process that have been updated.
- Completes/submits the National Centre Number Register annual update by the end of October each year and informs the NCNR team immediately of any changes.
- Informs the NCNR team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility.
- Informs the NCNR team immediately of any other changes in circumstances that could affect the centre's status.
- Manages the administration of public and mock examinations and is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks/dates and deadlines, ensuring key tasks are undertaken and deadlines are met to ensure the examinations are run in accordance with JCQ requirements.
- Obtains written approval from the relevant Awarding Body before permitting a third party to deliver any part of a qualification including assessments.
- Ensures access to the exam's office is restricted to the authorised keyholders only.
- Undertakes an annual information gathering exercise to ensure data about all qualifications being delivered is up to date and correct, submit estimated entries to the awarding bodies where required and assesses risks to the exams process and put in place an appropriate contingency plan.
- Updates internal appeals procedures where appropriate.
- Informs the relevant awarding bodies of any conflict of interest and maintains records detailing measures taken to mitigate any potential risk.

- As the centre administrator, approves relevant access rights for staff to access awarding body secure sites.
- Organises the recruitment, deployment and monitoring of a team of invigilators responsible for the conduct of examinations, ensuring JCQ ratios are met and a roving invigilator is provided for all exams scheduled by the awarding bodies.
- Organises training for new and experienced Invigilators on the current regulations, provides an annually reviewed handbook to Invigilators on centre specific processes and keeps a record of the content of training provided.
- Briefs Invigilators on exams to be conducted on a session-by-session basis.
- Ensures sole invigilators have an appropriate means of summoning assistance (a mobile phone is allowed only for this specific purpose and must be kept on silent mode).
- Ensures that neither a tutor nor a member of centre staff invigilates an exam in a subject they teach/line manage.
- Collects information on new invigilators to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them.
- Liaises with the SENCO regarding rooming of access arrangements candidates and works with SENCO to ensure invigilators supervising access arrangement students are trained, briefed and fully understand the role and regulations. Students with access arrangements are highlighted on the seating plan of each exam, with the type of access arrangement(s) indicated.
- Requests estimated, early entry or final entry information in a timely manner to ensure awarding body deadlines are met. Produces and circulates an annual examinations plan of key tasks and key dates to ensure all external entry and registration deadlines and application procedures can be effectively met thereby minimising the risk of late entry or amendment fees.
- Maintains computer systems and processes to support the timely and valid entry of students for their examinations.
- Manages entry amendments and late entries and forwards costs to departments/parents where appropriate.
- Produces a master centre examination timetable for each exam series.
- Distributes timetables, examination information, JCQ information/notices and pre-release materials/instructions to staff and students to ensure that staff and students are notified of and understand those aspects of the examination process that will affect them. This includes centre information on:
    - examination timetable clashes
    - arriving late for an examination
    - absence or illness during examinations
    - equipment for examinations
    - drink and medication in the examination room
    - unauthorised items in examination rooms
    - results day procedures
    - post-results services (access to scripts, reviews or results and appeals – see relevant section in this policy)
    - certificates
- Informs students of any contingency day(s) identified by the awarding bodies in the event of national or significant local disruption to exams.
- Identifies and manages exam timetable clashes as per JCQ regulations *Instructions for conducting exams*. Overnight supervision may be organised as a last resort only and must meet JCQ regulations.

- Book exam rooms and specialist equipment requirements, liaising with Site/IT staff to ensure room/equipment is set up according to JCQ and awarding body requirements.
- Manages the administration of internal examinations and ensures that internal examinations, teacher-led revision or coaching are not conducted in the exam room and that internal examinations are not sat at the same time as public examinations in the same room
- Ensures only authorised centre staff are present in examination rooms.
- Ensures any erratum notices are read out or made available to the relevant candidates.
- Ensures, when necessary, alternative site arrangements are applied for, approved and carried out under JCQ regulations.
- Ensures, when necessary, centre consortium arrangements are applied for, approved and carried out under JCQ regulations.
- Co-operates with the JCQ Centre Inspection Service.
- Advises on and processes post results applications.
- Reports all suspicions or actual incidents of malpractice or maladministration with reference to the JCQ document *Suspected malpractice in examinations and assessments.*
- Arranges for dissemination of examination results and certificates to students and process, in consultation with the SLT and Heads/Co-ordinators of Departments any appeals or re-mark requests.
- Accounts for income and expenditures relating to all examination costs/charges.

Deputy Headteachers

- Are familiar with the contents, refer to and direct relevant staff to annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for conducting examinations
    - Access Arrangements and Reasonable Adjustments
    - Suspected Malpractice - Policies and Procedures
    - Instructions for conducting non-examination assessments and Instructions for conducting coursework
    - A guide to the special consideration process
- Provide and annually review a policy on the use of word processors in examinations and assessments (see relevant section in this policy).
- Provide a statement for JCQ inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the examination cycle and meet internal deadlines set by the Examinations Officer and SENCO.
- 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.
- Analyse and discuss results at SLT meetings and otherwise as required.

SENCO

- Understands the contents, refers to and directs relevant staff to the annually updated JCQ publications including:
- Access Arrangements and Reasonable Adjustments.
- Employs good practice in relation to the Equality Act 2010.

- Leads on applications for access arrangements and reasonable adjustments to ensures the school has processes in place compliant with JCQ regulations.
- Works with the qualified Access Arrangements Assessor 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.
- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act, communicating with the candidate the decisions made about the arrangements, adjustments and adaptations put in place.
- Ensures examination information (e.g. JCQ information for candidates' documents) is adapted where required for a disabled candidate.
- Liaises with staff and gathers evidence of normal way of working and evidence to support an application for access arrangements.
- Determines candidate eligibility for arrangements or adjustments that are centre delegated.
- Ensures the correct procedures are followed, and provides the Examinations Officer evidenceof the assessor's qualification for JCQ Inspection.
- Gathers signed Personal Data Consent, Privacy Notice and Data Protection confirmation forms and maintains a file of evidence for each student receiving access arrangements applications which must be available for JCQ inspection.
- Ensures criteria for students granted separate invigilation within the Centre is clear and meets JCQ regulations (see relevant section in this policy).
- Leads on the applications for approval through Access Arrangements Online via the Centre Admin Portal.
- Liaises with the Examinations Officer to organise rooming, invigilation and support for students with access or special arrangements.
- Allocates staff to facilitate access arrangements, provide training for those staff to ensure they understand the rules of the particular arrangements and work with the Examinations Officer to ensure Invigilators fully understand their respective role in the examinations room when supervising a student with access arrangements.
- Co-operates with the JCQ Centre Inspection Service.
- Provides additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help students achieve their course aims.
- Has in place a process to deal with emergency/temporary access arrangements as they arise at the time of the examinations.
- In consultation with the Deputy Headteacher annually reviews a policy of the use of word processors in examinations and assessments (see relevant section in this policy).

Heads/Co-ordinators of Departments

- Decide on the awarding body and specification for a particular qualification.
- Ensure teaching staff are updated with Awarding Body subject and teacher-specific information.
- Ensure teaching staff attend relevant awarding body training/events to confirm effective delivery of qualifications.
- Ensure teaching staff undertake key tasks as detailed in this policy within the examinations process and meet internal deadlines set by the Examinations Officer and SENCO.
- Accurately complete for the Examinations officer the pre-entry form giving full details of courses to be run in the following academic year.

- Accurately complete entry and all other mark sheets and adhere to deadlines as set by the Examinations Officer and meet internal deadlines for the return of information.
- Check entry/registration lists provided by the Examinations Officer and inform the Examinations Officer immediately of any subsequent changes which includes:
    - changes to candidate personal details
    - amendments to existing entries or registrations
    - withdrawals of existing entries or registrations
- Ensure withdrawals are agreed by the deadline date to avoid unnecessary entry fees. Entries/amendments received after the internal deadline may attract fees which will be paid out of the appropriate departmental budgets.
- Analyse examination results and provide feedback to SLT.
- Provide guidance and have pastoral oversight of students who are unsure about examination entries or amendments to entries.
- Complete appropriate forms for departmental post-results applications.
- Accurately complete and return to the awarding bodies by the published deadline subject coursework mark sheets and declaration sheets.
- Inform SLT of proposed dates of all centre-timetabled examinations in their subject to avoid clashes.

Teaching Staff

- Understand and comply with the general guidelines and instructions contained in the JCQ and Awarding Body publications.
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications.
- Undertake key tasks as detailed in this policy within the exams process and meet internal deadlines set by the Examinations Officer, SENCO and Head of Department.
- Attend/undertake relevant awarding body training/events.

Invigilators

- Attend/undertake annual Invigilator training, safeguarding training and review session as required.
- Provide information on availability to invigilate and arrive promptly for all scheduled sessions. If unable to attend once scheduled, to organise cover and inform the Examinations Officer.
- Sign a confidentiality and security agreement and confirm whether they are subject to any current maladministration or malpractice sanctions imposed by an awarding body or regulatory authority.
- Ensure that the conduct of the students during public and internal examinations is in accordance with the rules and regulations of the examination's boards and/or school procedures.
- Assist the Examinations Officer in the preparation of the examinations room.
- Report all absences immediately to the office so that steps can be taken to contact or collect thestudent.
- Read out or make available erratum notices to relevant candidates.
- Carry out a 'second pair of eyes' check.
- Attend to students as soon as they raise their hand (they may not leave their seat) and provide additional paper etc. immediately.
- DO NOT permit students to leave the examination room before the end of the exam, except in exceptional circumstances, such as illness or where this is permitted as part of an approved

access arrangement. Any student leaving the examination room must be supervised.

- Do not allow any exam paper to leave the room before the official end of the exam.
- Remain vigilant and report any "abnormalities" or "cases of malpractice" to the Examinations Officer.
- Complete the attendance register accurately.
- Record any incidents on the Invigilator sheet and inform the Examinations Officer, where necessary
- Complete a seating plan.
- Collect answer scripts, ensuring each student hands their own script directly to the invigilator.
- Arrange the papers in order according to attendance register.
- Collect any unused exam paper and return to the examination's office.
- Return all confidential examination material to the examination's office.
- Follow the rules and guidelines as detailed in the JCQ Instructions for Conducting Examinations and Bullers Wood School's Guide for Invigilators.

Administrative Staff

- Provide support for examinations results days.
- Support the Examinations Officer in the receipt, secure movement and dispatch of confidential examination materials to maintain the integrity and confidentiality of the examination materials, ensuring receipt of such materials is logged and the materials are transferred immediately to the Examinations Office.
- Act as invigilator if required.

Site Staff

- Support the Examinations Officer in matters relating to examination rooms and resources.
- Ensure grounds or centre maintenance work does not disturb examination candidates in exam rooms.
- Ensure fire alarm testing does not take place during examination sessions.
- Ensure lesson change bells are switched off in the Sports Hall/Gym.
- Ensure the heating is on early enough to warm the examination rooms where necessary.

IT Manager

- Ensure adequate IT cover to support the set-up of examinations requiring the use of computers or technology.
- Ensure constant and immediate IT availability in the event of support needed during an examination where computers or technology are used.

Students/Candidates

- Check entries and personal details on statements of entry and report any errors, problems or clashes immediately to the Examinations Officer.
- Understand coursework/non-examination assessment regulations and sign a declaration that authenticates the work as their own.
- Observe JCQ regulations for their conduct during all examinations, non-examination assessments, coursework and any other examination processes.
- Be punctual for all examinations and arrive in full uniform with the correct equipment. Students who arrive very late for an exam are reported to the Awarding Body and their script may not be accepted by the Awarding Body.

SECURITY

Examinations Officer ensures:

- There are at least 2 and no more than 6 keyholders with access to the exam's office, and there are at least 2 and no more than 6 members of staff authorised to handle secure electronic materials.
- Access to the examination's office is restricted to staff approved by the Head of Centre and must be accompanied by a keyholder at all times.
- Access to secure awarding body websites are set up for current staff approved by the Head of Centre using individual school email accounts, and accounts are deleted immediately when staff leave or change roles within the centre.
- Access to secure Awarding Body websites are reviewed ahead of each examination series, checking that staff users have appropriate levels of access and all inactive accounts are removed.
- Strong passwords are used to access secure Awarding Body sites and are changed regularly.
- Electronic question paper materials are only handled by authorised staff.
- Emails or links to secure materials are accessed only by the individual to whom they have been sent and not forwarded or shared.
- The integrity and security of all hard copy question papers and assessment materials by:

    - ensuring confidential examination materials are only handed over to those authorised by the Head of Centre
    - briefing relevant staff involved in the receipt, movement and dispatch of confidential examination materials which meet JCQ requirements
    - ensuring confidential materials are immediately transferred to the examination's office and a log of this check is recorded
    - checking delivery of confidential materials in the examination's office immediately or at least within 24 hours of delivery and reporting any irregularities to the Awarding Body immediately
    - storing question paper packets in date order in the secure storage facility
    - ensuring a 'second pair of eyes check' is conducted and recorded before any question paper packets are opened (if it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)
    - keeping completed scripts waiting for collection in the examination's office until as close to the collection time as possible. Script packages must not be left unattended at reception and should be locked away at reception until collection
    - storing only current and live confidential material (not past papers and mock) in the storage facility)
    - storing examination stationery in the secure room
    - Unused question papers must not be released to any individual until 24 hours after the awarding body's published finishing time for the examination. Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination.

- The integrity and security of all electronic examinations and assessment materials by:

    - accessing, downloading and printing within a secure environment with only authorised staff present
    - accessing and downloading files only for the use of candidates entered for the examination
    - storing files locally only for the purpose of printing and then deleting immediately (and deleting from the deleted items folder)

- not creating any unnecessary hard copies and securely destroying any unneeded hard copies
- sealing printed examinations in a non-transparent envelope, marked clearly with the examination details and stored securely ready for transfer to the exam room at the appropriate time
- immediately deleting (and deleting from the deleted items folder) any emails or links associated with a secure file
- reporting any deviation from the procedures detailed above or any concerns or a potential breach of security to the awarding body immediately
- storing securely if retaining electronic copies of candidates' word-processed scripts until all post results enquiries are complete

Invigilators:

- Complete a 'second pair or eyes' check before opening question paper packets.
- Ensure no question paper leaves the examination room before the end of the examination.
- Collect and sort out unused paper and return to the examination's office.
- Return all confidential examination material to the examination's office.

Teaching Staff:

- Must be familiar with the most recent instructions issued by the Awarding Bodies when accessing secure electronic question paper materials.
- Accept responsibility for the maintaining the security of confidential materials and must not forward or share links to secure examination papers.
- Use strong passwords to access secure Awarding Body sites and change passwords regularly. Passwords must not be written down or shared.

Administrative Staff:

- Support the Examinations Officer in the receipt, secure movement and dispatch of confidential examination materials to maintain the integrity and confidentiality of the materials.
- Keeping a log of the delivery and receipt of all confidential examination materials.
- Arranging the immediate transfer of confidential examination materials to the examination's office. In the event that a keyholder is not available until the next day, delivery must not be accepted.
- Ensuring confidential examination materials are supervised at all times and locked away where possible until they can be collected or transferred to the examination's office.
- Ensuring script packages are not left unattended and are locked away until collection.

Site Staff:

- Transfer the delivery of confidential examination materials immediately to the examination's office.

IT Manager:

- Ensure adequate IT cover to support the set-up of examinations requiring the use of computers or technology.
- Ensure constant and immediate IT availability in the event of support needed during an examination where computers or technology are used.

QUALIFICATIONS OFFERED

The tests and qualifications offered at this centre are decided by the Heads/Co-ordinators of Department and the Senior Leadership Team.

The subjects offered for these qualifications in any academic year may be found in the school's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed as soon as the decision is made or at the latest by the beginning of the academic year. Failure to notify the Examinations Officer in time may result in pre-release papers not being available to students. In addition, the course may not receive the appropriate funding through the Autumn School Census.

At Key Stage 4

All students will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body. Students following 2-year linear GCSE qualifications will sit examinations at the end of Year 11. Students following other qualifications including BTEC, Level 2, Functional Skills and Maths Awards may sit examinations during Year 10 too but will complete their courses by the end of Year 11.

ENTRIES, REGISTRATIONS AND EXAMINATION FEES

Students are selected for their examination entries and tiers, where appropriate, by the Heads/Co-ordinators of Departments who must be satisfied that the student is prepared and ready. Poor attendance may be considered when determining a student's readiness. Parents/carers may be asked to pay for entries of students where a centre entry is not appropriate. These entries may be processed as private entries.

Initial registration and entry examination fees are paid by the centre. Subject entry lists are sent to Heads of Departments to check and report amendments by the Examinations Officer's deadline. Statements of entry are sent to exam candidates to check and report amendments by the Examinations Officer's deadline. Failure to meet the Examinations Officer's deadline, which is advised with the entry lists and statement of entry, may result in late/amendment fees and these will be charged to Departments or parents/carers of examination candidates as appropriate. Students are charged the relevant entry fee for unauthorised absence from exams.

Students, or parents/carers, should discuss a subject entry, change of level or withdrawal with the Head/Co-ordinator of Department, who will in turn discuss the request with the Deputy Headteacher. Re-sit decisions will be made in consultation with the students, subject teachers, Examinations Officer, Deputy Headteachers and the Heads/Co-ordinators of Departments. All re-sit fees are paid by the students.

Late amendment fees and late entry fees will be charged to students when changes to entries are made at the student/parent's request after the exam board deadline date. Students will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the examination boards.

For 2026/2027, students will be charged £50 for each GCSE subject withdrawal made after the school deadline date.

Students must pay the fee for post results enquiries, e.g. access to scripts where charged, reviews of marking.

The Centre may consider external entries from former students in exceptional circumstances only.

ALTERNATIVE SITE ARRANGEMENTS

The Examinations Officer will notify the JCQ Centre Inspection Service in advance if the school will be conducting examinations away from its registered address. Question papers can be taken to the alternative site only when the JCQ criteria for this arrangement have been met.

CENTRE CONSORTIUM ARRANGEMENTS

A consortium co-ordinator (an Examinations Officer nominated by one of the schools) will inform the relevant Awarding Body where students from different centres are taught/assessed together for a unit/subject but are entered by the school at which the students are on roll.

TRANSFERRED CANDIDATE ARRANGEMENTS

The Examinations Officer will apply in advance to the relevant Awarding Body where a host centre is required to accommodate students for one or more examination components, for example A Level language speaking tests. The Examinations Officer will liaise with the host centre and ensure that any approved access arrangements are facilitated.

INTERNALLY ASSESSED UNITS AND NON-EXAMINATION ASSESSMENTS

Bullers Wood School for Boys are committed to ensuring that whenever its staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. The school believes wholeheartedly in equal opportunities for all regardless of colour, religion, race, age, gender, sexual orientation or disability.

Certain qualifications contain components of non-examination assessment (NEA) or units of coursework which are internally assessed by Bullers Wood School for Boys and internally standardised. Themarks awarded, which contribute to the final grade of the qualification are then submitted by the deadline set by the Awarding Body for external moderation.

Non-examination assessment is any type of assessment that is not 'externally set and taken by students at the same time under controlled conditions. NEA therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times are classified as NEA. Non-examination assessment applies control over internal assessment at three points: Task setting, task taking and task marking.
Students will complete coursework/controlled assessment that is authenticated as original work according to the JCQ document issued in September to appropriate examination students. All students are given advice about the production of their work and the deadlines to be met. Within departments, all students are given adequate and appropriate time to complete the work.

Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills and who have been trained in this activity. The consistency of the internal assessments is secured through the departmental mark scheme or marking criteria and internal moderation and standardisation as necessary. Each Awarding Body specifies detailed criteria for internal assessments and appropriate staff attend training sessions given by the Awarding Bodies. Heads/Co-ordinators of Departments will input marks for internally marked assessments onto the appropriate Awarding Body secure site and send off samples of coursework to moderators when requested.

The Awarding Body must moderate the internally assessed work and the final mark awarded is that of the Awarding Body. This may result in a mark change, either upwards or downwards, even after an internal review. This mark is outside the control of the school and is not covered by this procedure. The internal review process is in place to ensure consistency of marking within the school, whereas moderation by the Awarding Body ensures that the school marking is in line with national standards. The mark submitted to the Awarding Body is subject to change and should therefore be considered provisional.

Head of Centre:

- Has in place a written internal assessment appeals procedure. This is detailed in this examinations policy.
- Ensures arrangements are in place to co-ordinate and standardise all marking of centre-assessed components and ensures that centre-assessed work is produced, authenticated, marked, assessed and quality assured in accordance with Awarding Body instructions.
- Ensures any irregularities relating to the production of work by students are investigated and dealt with internally if discovered prior to a student signing the authentication statement or reported to the Awarding Body if a student has signed the authentication statement.
- Where a conflict of interest is declared, ensures the marked work of the student is not submitted for moderation.
- Completes the Head of Centre declaration confirming that students have undertaken, where required, the practical skills activities (e.g. GCSE Drama, English, IT &Geography).
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components.
- Ensures that staff, in accordance with Awarding Bodies' instructions, return all subject-specific forms by the required date.

Senior Leadership Team:

- Understands the JCQ general guidelines and instructions and is responsible to relevant Awarding Bodies to ensure that internally marked assessments and NEAs are conducted according to qualification specifications.
- Is accountable for the safe and secure conduct of controlled assessments and ensures assessments comply with JCQ guidelines and Awarding Bodies' subject-specific instructions.
- At the start of the academic year, begins coordinating with Heads of Department/Subject Leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Ensures teaching staff have the necessary and appropriate knowledge and ensure appropriate moderation, standardization and verification processes are in place.
- Maps overall resource management requirements for the year. As part of this resolve:
    - clashes/ problems over the timing or operation of controlled assessments
    - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensures that all staff involved have a calendar of events.
- Creates, publishes and updates an internal appeals policy for controlled assessments.

SENCO

- Understands and complies with JCQ *Instructions for conducting coursework* or *JCQ Instructions for conducting non-examination assessments* as appropriate, and with Awarding Body subject information with reference to special access arrangements.

- Liaises with teaching staff to implement appropriate access arrangements for students undertaking internal assessments and practical endorsements.
- Ensures access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.
- Co-ordinates requests for special arrangements.

Heads of Department/Subject Leaders:

- Understand, comply with and ensure teaching staff are updated with the general guidelines and instructions contained in the JCQ and Awarding Body publications.
- For subject endorsements, confirm to Head of Centre that the JCQ/Awarding Body instructions are followed.
- Are responsible for the selection of internally marked assessments or NEAs from an approved list or for setting appropriate centre specific tasks.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component and keep students' work in secure storage until after the closing date for enquiries about results.
- Ensure that individual teachers understand their responsibilities with regard to internally assessed work and NEAs.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that appropriate forms and templates for NEA (including endorsements) are used by teachers and students.
- Ensure teaching staff inform candidates of their centre assessed marks before marks are submitted to the Awarding Body.
- Ensure appropriate procedures are in place to internally standardize/verify the marks awarded by subject teachers and retains evidence that internal standardization has been carried out.
- Ensure the required arrangements for practical endorsements are in place and students are assessed using the necessary criteria.
- Ensure audio-visual recordings of GCSE English Spoken Language endorsement are provided for monitoring purposes.
- Provide required information to the visiting Moderator for GCSE practical endorsement.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that subject teachers use the correct task for the year of submission.
- Obtain confidential materials/tasks set by Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Collaborate with the Examinations Officer to make appropriate arrangements for the security of assessment materials.
- Submit marks for internally marked assessments and NEAs to the appropriate Awarding Body secure site and send off samples of work to moderators when requested, keeping a record of whose work was included in the moderation sample.
- Ensure BTEC internally assessed units are marked, internally verified and forwarded to the Quality Nominee by the internal deadline to ensure the Quality Nominee can check and then with the Examinations Officer upload marks by the Awarding Body's deadline.
- Check the final moderated marks and moderator reports and ensure any remedial action, if necessary, is undertaken before the next series.

Subject Teachers:

- Understand and comply with the general guidelines and instructions contained in the JCQ and exam board publications.
- Understand and comply with the NEA and relevant Awarding Body specification, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Obtain consent from parents/carers if videos or photographs/images of students will be included as evidence of participation or contribution.
- Obtain confidential materials/tasks set by Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Provide the attendance register to the Visiting Examiner where applicable to any externally assessed component ensure that students understand the assessment criteria for any given assessment task and the need to reference work, giving guidance on how to do this and making sure that they are aware that they must not plagiarise other material.
- Annotate work to facilitate internal standardisation and enable external moderation. Teachers can provide students with general feedback and allow students to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the student to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.
- Are aware of the awarding body's restrictions with regard to access to resources. Informally supervised sessions students can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to students.
- Are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. Teachers may disclose marks to students provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.
- Ensure there is sufficient supervision (in accordance with Awarding Body requirements) to ensure that work can be authenticated as the student's own work.
- Ensure that they keep a record of each student's contribution in group work, where applicable.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment. Student authentication declarations must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Provide students with their mark for any internally mark work/non-examination assessment at least 3 weeks before the mark is due to be submitted to the Awarding Body.
- Advise students that they may request copies of materials to assist them in considering whether to request a review of the school's marking of the assessment.
- Promptly make available, as soon as they are received, copies of materials to students.
- Via the subject leader, submit marks through the examination's office to the Awarding Body

when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to students provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results).

- Take part in appropriate departmental standardisation of internally marked assessments and NEAs.
- Retain students' work securely between assessment sessions (if more than one). Post-completion, retain students' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain students' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENCO and the Examinations Officer for any assistance required for the administration and management of access arrangements.

IT Manager:

- Ensures appropriate arrangements are in place to restrict access between sessions to students' work where work is stored electronically.
- Restricts access to students' work and utilises appropriate security safeguards such as firewall protection and virus scanning software.
- Employs an effective back-up strategy so than 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.
- Sets up secure access for students using word processors for internally and externally assessed components, liaising with the SENCO to ensure appropriate access is provided in line with a candidate's access arrangement.
- Sets up secure access to enable the Examinations Officer to retrieve, print and upload students' work for externally assessed components, liaising with the SENCO to ensure appropriate access is provided in line with a candidate's access arrangements.

***Examinations Officer*:**

- Understands and complies with the general guidelines and instructions contained in the JCQ and Awarding Body publications.
- Make arrangements to receive and issue material received from the Awarding Bodies to staff.
- Oversees the submission of students' marks for internally assessed work and NEAs, track despatch and distribute returned work and any other material required by the appropriate Awarding Bodies correctly and on schedule.
- Collaborate with Heads of Departments/Subject Leaders to ensure timely submission of marks for internally assessed work and NEAs to the relevant Awarding Body. Collaborates with Heads of Departments/Subject Leaders to dispatch students' work.
- Collaborates with the Quality Nominee to ensure internal deadlines are met for the receipt and checking of BTEC internally assessed units then with the Quality Nominee upload marks by the Awarding Body's deadline.
- Collaborates with Subject Leaders/Heads of Departments to make appropriate arrangements for the security of assessment materials.
- Where confidential materials are directly received by the examination's office, is responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the

direction of the senior leadership team.

- Arranges timetabling, rooming and invigilation where applicable to an externally assessed NEA component and conducts this within the window specified by the Awarding Body.
- Arrange collection of or upload electronically externally assessed work by the date specified, along with the required documentation.
- Forwards relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies to Subject Leaders/Heads of Departments.
- Accesses and forwards moderator reports to relevant staff.

Candidates:

- Authenticate their work as required by the Awarding Body.

APPEALS PROCEDURE FOR NEA AND INTERNALLY ASSESSED WORK

- The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgements themselves.
- Students will be given their centre assessed mark for internally assessed work/NEA at least 3 weeks before the mark is due to be submitted to the Exam Board. This provides students with sufficient time for any review to be completed before the Awarding Body's deadline.
- Students are informed that they may request copies of materials to assist them in considering whether to request a review. The school will promptly make these materials available to the student.
- Students/parents/carers should notify the Examinations Officer in writing within 1 week of the mark being received if they wish to appeal their mark. There will be an administration charge of £20 for each assignment which is reviewed. This will be refunded if the review leads to an improvement in the mark. Students should be aware that reviews could lead to marks being decreased as well as increased.
- The Head of Department will nominate an appropriate member of staff to lead the review to 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 student and has no personal interest in the outcome of the review.
- The teacher(s) concerned in making the assessment, which is the subject of the appeal, will be given a copy of the appeal and the opportunity to respond in writing, with a copy sent to the student.
- The reviewer will ensure that the student's mark is consistent with the standard set by the school.
- The reviewer will inform the student promptly in writing of the final outcome of the review of the school's marking. The reviewer will pass to the Examinations Officer records of the review, evidence and deliberations to be made available to the examination boards if required. The Examinations Officer will make the outcome of the review made known to the Head of Centre.
- The review process will be completed before the Exam Board's deadline.
- A written record of the review is kept and is made available to the awarding body upon request.

THE EQUALITY ACT, SPECIAL NEEDS AND ACCESS ARRANGEMENTS

The schools refer to the following guidance stated in the JCQ handbook

The Equality Act 2010 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1

to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- *identifying a physical or mental impairment;*
- *looking into adverse effects and assessing which are substantial;*
- *considering if substantial adverse effects are long term;*
- *judging the impact of long-term adverse effects on normal day to day activities.*

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - www.gov.uk

The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

The school is committed to ensuring that all students have the same opportunity to achieve a qualification, so that no student is disadvantaged on the basis of any attribute or circumstance (e.g. language, disability).

Information on students is gathered prior to entry to the school, and testing/monitoring is carried out to determine individual needs. All internal assessments processes are carried out in a fair and non-discriminatory way.

Access arrangements are modifications made in public examinations and controlled conditions for students with evidence of a defined need to allow them to fully display their skills, knowledge and understanding. There are various access arrangements are students can be granted one or more of these depending on their needs with evidence in accordance with JCQ requirements.

Independent reports cannot be considered in isolation nor used as evidence to support an application for access arrangements but will be looked at and may be used to show a history of need, and primary school reports cannot be used to support an application for access arrangements in a secondary school environment.

Students have the opportunity to practise using their access arrangements, and are responsible for using them correctly in accordance with JCQ regulations during public examinations and controlled assessments.

The SENCO will inform subject teachers of students with access arrangements or being monitored for access arrangements who are embarking on a course leading to an examination. The SENCO can then inform individual staff of any access arrangements that individual students may be granted during the course and in the examination.

Key Stage 3

All students on entering Year 7 are tested on spelling, reading and cognitive ability. The results are used to identify students who may need additional support. Throughout KS3, staff may raise further concerns regarding any student, providing evidence where possible. If required, support or intervention will then be put in place and monitored. This history will be recorded and noted as the

student's normal way of working.

Key Stage 4

If new concerns are raised, the same process will be followed as for KS3. The school will then make a decision if testing for access arrangements is required. Any new student to the school in KS4 must follow the same procedures as for KS3**.** Evidence required to support an application for access arrangements is gathered during KS3 and during the first term of Year 10. If an extensive history of need has been established by the end of the first term of Year 10 (the beginning of the course), then the student will be formally assessed for assess arrangements. Following the JCQ best practice guidelines, the assessor will be employed within the centre. The school does not accept private assessment reports as evidence for access arrangements.

Students may not require access arrangements for each subject. As subjects and the methods of assessment vary, so the demands on the students will vary.

Provided JCQ regulations are met, the SENCO will complete Form 8s and applications for access arrangements online. All necessary paperwork, including SENCO file notes, is compiled and filed in the SEN Department for the annual JCQ inspection.

The SENCO and Examinations Officer are responsible for making special arrangements for students entitled to access arrangements, and the Examinations Officer will organise rooming arrangements, invigilation and modified papers.

The JCQ conduct annual spot checks to ensure the school's Access Arrangements are in line with the JCQ regulations.

The school takes the inspection process very seriously.

Schools recognise its duty to explore and provide access to suitable courses to candidates identified as requiring reasonable adjustments. Failure to comply with the regulations constitute malpractice which may impact on a candidate's result. The school must hold the required evidence as detailed in the JCQ regulations; failure to do so constitutes maladministration. Providing a student with an access arrangement where the student does not qualify is malpractice and will be reported. Attempts to coerce the SENCO into providing a student with an access arrangement where the student does not meet the regulations criteria is considered a malpractice and will be reported.

An access arrangement is designed to support a student who would otherwise have an unfair disadvantage; an access arrangement must not provide a student with an unfair advantage. Examples of failure to comply include:

- Putting in place access arrangements/adjustments that are not approved by the awarding body
- Failing to consider putting in place access arrangements
- Permitting access arrangements within the centre which are not supported by appropriate evidence
- Charging a fee for providing reasonable adjustments to disabled candidates.

Schools will not process an application where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement, request for special consideration or other administrative issue, e.g. tier of entry. If a candidate disagrees with the decision made and reasonably believes that the centre has not followed due procedures, an appeal must be made in writing to the Head of Centre setting out the grounds for appeal. To

determine the outcome of the appeal, the Head of Centre will consult the respective JCQ publication. The Centre will aim to inform an appellant of the outcome of the appeal within 30 calendar days of the appeal being received and logged.

Separate invigilation within the centre

In certain circumstances a candidate with an established difficulty may be eligible to take examinations under separate invigilation. Nervousness, anxiety or being worried about examinations is not sufficient grounds for separate invigilation. However, the Examinations Officer can consider arrangements, e.g. location of seat, in the examination rooms to support candidates.

Word Processors

Schools comply with the JCQ Access Arrangements and Reasonable Adjustments and the JCQ Instructions for conducting examinations which are updated annually. Students with access to word processors are allowed to do so in order to remove barriers which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The use of a word processor is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled student. The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

As subjects and methods of assessments vary, students may not require the use of a word processor in each specification, and the need for the use of a word processor is therefore considered on a subject-by-subject basis. The use of a word processor is considered and agreed at the start of the course providing the School has firmly established a picture of need and normal way of working for a student. The use of a word processor is only granted if it reflects the support given to the student as his 'normal way of working' at school, for example in the classroom, in small groups, in support lessons, in mock examinations. The only exception would be a temporary injury arising after the start of the course or a diagnosis of a disability relating to an existing disability after the start of the course. The use of a word processor is not permitted simply because a student prefersto type.

Word processors for public and mock examinations are provided by the School with the internet, the School intranet, spelling and grammar check facility/predictive text disabled.
Students type into Notepad or similar, i.e. there is no access to applications such as calculator, spreadsheet, graphics etc. Word processors are used as a typewriter, not as a database. Students are provided with a memory stick, which is cleared of any previously stored data. All laptops are provided with a charger to ensure the battery is sufficiently charged for the duration of the examination. Students must save their work regularly and saved onto two memory sticks by the end of the examination. Students will be asked to type the Centre Number, their Candidate Number and the Unit/Component Code in their answer document before the exam begins.

All students using word processors will be seated in the same room and apart from the main cohort. Once the student has completed his examination, he will be escorted to the Examinations Office where the script will be printed off for the student to check and sign. The Examinations Officer will ensure the document is in 12pt font, double spaced and has the student/examination details in the header before it is printed. Word processed scripts are inserted in/attached to any answer booklet that the student may have also used, and dispatched with the scripts of the rest of the students. A cover sheet will be completed where required by an Awarding Body.

STUDENTS, CLASHES AND SPECIAL CONSIDERATION

Students must follow the instructions of the Examinations Officer, Invigilators and staff in the exam room at all times. Any incidents of malpractice or disruption are dealt with in accordance with JCQ guidelines.

Student identification in the exam room is confirmed with a photograph on their candidate card. This card must be visible to the Examinations Officer, Invigilators and the JCQ Inspector at all times. Students must not write on their candidate card.

The School's published rules on equipment, acceptable dress, behaviour and students' use of mobile phones and all electronic devices apply at all times. Students' personal belongings remain their own responsibility and the School accepts no liability for their loss or damage. In the examination room, students must not have access to unauthorised items:

- no mobile phones
- no watches
- no fit bits or any technology with internet access
- pencil case must be see-through; items on desk must be in clear see-through container so no case for glasses or geometry sets and no items such as lip salve
- no notes or writing on hands/legs/body
- no writing/logos on drinks bottles – all labels must be removed
- no calculator lids.

Students may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of examination staff must accompany them. Any such absence will be recorded and reported to the Examinations Officer.

The Invigilators will inform the Examinations Officer/School Office of any student who is not present at the start of an examination. The School will attempt to contact any absent student Parents will be charged the relevant entry fee for unauthorised absence.

All students are expected to arrive punctually for their examinations. Late arrival can cause additional stress to the student, and may cause a disturbance to other students in the examination room. A student arriving after the start of the examination may be allowed to enter the room, at the School's sole discretion. If a late student is permitted to sit the examination, the student will be allowed the full time. Late arrivals are reported to the Examinations Officer, who in turn reports to the relevant Awarding Body where required. Very late arrivals will be advised that the awarding body may not accept the student's paper. Students are required to remain in the examination room for the full duration of the examination.

Students are permitted to drink water during their exam, but the water must be in a clear bottle with no writing on it, and any label removed. No food is permitted. Medication must be checked by the Exams Officer/Invigilator prior to the start of the exam.

The Examinations Officer will be responsible for identifying escorts, identifying a secure venue and arranging overnight supervision in the event of an examination clash.

Should a student be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the student's responsibility to alert the School, or the invigilator,

to that effect. Staff receiving such information should inform the Examinations Officer immediately. Special consideration is a post-examination minor adjustment to a student's mark. This is to reflect temporary illness, temporary injury or some other event outside of the student's control at the time of the exam, where a student has been fully prepared and has covered the whole course, but performance has been affected. Any special consideration claim must be supported by appropriate current evidence within five days of the exam, for example a letter from the student's doctor. The Examinations Officer will then complete an application for special consideration to the relevant examination boards by the deadline.

Fire alarm testing does not take place during exam sessions. When the alarm sounds during an examination, the Invigilators have been trained to follow the School's emergency evacuation procedures which are displayed in the examination room and students should follow the instructions of the Invigilators. An emergency evacuation may also be instigated where there is severe disruption, serious illness or other serious events. The examinations team will ensure a student with disabilities is able to evacuate safely in line with the School's evacuation procedures.

In the event of a centre lockdown, staff will instruct the students as per the School's lockdown procedures. The Examinations Officer will communicate with the Head of Centre in the event of a lockdown during examinations.

The Examinations Officer will in addition ensure the examination team are briefed on the access and egress points within examination rooms so they can quickly and physically secure these points and the room. Where possible, examination papers will not be left unattended. If safe to do so, the Head of Centre may decide to resume an examination after a lockdown. The Examinations Officer will contact the relevant Awarding Body. All Awarding Bodies have procedures in place to ensure that the students will not be disadvantaged.

MANAGING INVIGILATORS AND EXAMINATION DAYS

External invigilators will be used for supervision of external examinations and some internal examinations. The recruitment of invigilators is the responsibility of the Examinations Officer. The Human Resources Department will secure the necessary pre-employment checks, including DBS clearance for new invigilators and organise payment for invigilators.

The Examinations Officer will book all examination rooms and make the question papers, other examination stationery and materials available for the invigilators. The Site Team will set up the allocated rooms in advance. The Examinations Officer /SENCO/invigilators will run all examinations in accordance with JCQ guidelines, **or where appropriate guidelines specific to an Awarding Body.** New invigilators are scheduled with experienced invigilators. Invigilators will work through a checklist to ensure the examination room is ready and meets JCQ regulations.

Subject staff should remain outside the examination room but can assist with identification of students and supporting students before they enter the examination room. In practical examinations, subject teachers may be on hand in case of any technical difficulties. Examination papers must not be read by staff before or during the examination. Examination papers must not be removed from the examination room before the end of a session. Papers will be distributed to Heads/Co-ordinators of Departments once all students have completed the examination.

RESULTS AND POST RESULTS

The Head of Centre is responsible for ensuring results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to students. Missing or

incomplete results are resolved by the Examinations Officer by contacting the appropriate Awarding Body. The Data Manager will provide summaries of results to staff on results days and will email statements of results to students. Students may also be able to collect their statement of results in school.

Following the issue of results, Awarding Bodies make post-results services available. Information about these services is emailed to students prior to the exams session and when results are issued. The services available are:

- **Access to Scripts**
  - Copies of scripts to support reviews of marking
  - Copies of scripts to support teaching and learning
- **Reviews of Results**
- Service 1 (Clerical re-check)
- Service 2 (Review of marking)
- Priority Service 2 (Level 3 candidates where a university place is at risk)
- Service 3 (Review of moderation) – this service is not available to an individual candidate

For written components that contributed to the final result, candidates may consider:

- A Priority Service 2 review of marking where a place at university is at risk
- In all other instances, consider accessing the script by:
  - requesting a priority copy of the script (where the service is made available by the Awarding Body) to support a review of marking
  - sharing their marked online script (where the option is made available by the Awarding Body) with their teacher to consider if requesting a review of marking is appropriate.

Candidates must provide the centre with their written permission to access their script. In addition, written candidate permission is required in all cases before a request for a review of results service 1 or 2 (including priority service 2) is submitted to the Awarding Body.

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

Candidates are advised to inform a university or college where a review of marking has been submitted to an awarding body.

For any moderated components that contributed to the final result 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. The Centre will consult the moderator's report/feedback to identify any issues raised and determine if the centre's internally assessed marks have been accepted without change by the Awarding Body (if this is the case a review of moderation will not be available). The Centre may then determine if there are any grounds for a review of moderation.

Students requiring post results enquiries should discuss the matter in the first instance with their subject teacher or Head of Department for advice. Applications for Post Results Enquiries must be made by completing the Enquiries About Results form which is sent to all students/parents/carers before examinations are sat and is made available on the school's website. Deadlines are published

on the Enquiries About Results form, which should be completed by the student and passed to the Examinations Officer before the deadline date. The student/parent/carer must also make the appropriate payment via School Gateway before the deadline date. Only if a department has serious concerns about one of the examinations, then requests for reviews of marking may be supported by the department for the students believed to be affected.

Post results services are paid by the candidates – fees and deadlines are detailed on the school's Enquiries About Results form which is emailed to candidates before the examinations session and on results days.

Departments wishing to support an application for post results enquiries and pay out of the departmental budget must complete the appropriate Enquiries About Results form with the budget holder's authorisation before passing to the Examinations Officer to process. Students must give written permission in the case of all applications for access to scripts, reviews of results and appeals.

Students may appeal the school's decision not to support an application for a post result enquiry (not applicable for Priority Reviews) in writing at least 10 working days prior to the school's internal deadline by writing to the appropriate Head of Department. The student will be informed of the outcome prior to the Awarding Body deadlines to enable an application to be processed if required.
The Examinations Officer will process all post results applications by the deadline date and inform the relevant parties of the results.
Once marks for internally assessed work and non-examined assessments have been submitted to the exam board, these cannot be reviewed individually. A review of moderation of the work of the cohort may be made by the centre.

Following a review of results outcome, an external appeal 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* will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied with the outcome of a review of results, but the candidate believes there are grounds for a preliminary appeal to the awarding body, the candidate must submit a request in writing providing full details of the acceptable grounds as listed in the *JCQ Appeals Booklet*. A further internal appeal may then 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 grounds as details in the *JCQ Appeals Booklet.* Candidates are not permitted to make direct representations to an awarding body.

Candidates must pay a fee for a preliminary appeal which must be submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results. If the appeal is upheld by the awarding body, the fee will be refunded and repaid to the appellant.

Certificates are printed by Awarding Bodies after post results enquiries have been completed. Students may collect their certificates from the Examination Office. Certificates of Year 11 leavers are posted by recorded delivery to the home address recorded in the student's file unless otherwise notified. Persons collecting certificates on behalf of a student must have the student's written permission and provide ID.

Certificates are retained in school for a minimum of 12 months. Records of certificate collections

are retained for 4 years. After this time, certificates and records are securely destroyed.

SCHOOL EXAMINATIONS

Examinations schedules are agreed at the Leadership Team meeting. Details of length and timings of examinations, rooming, staffing and deadlines for marking and reporting are agreed by Directors and published to staff following consultation.

Examinations are conducted formally from Year 7 onwards to ensure students become accustomed to the procedures well before they encounter them in a public examination. Any cheating, suspicion of cheating or communication must be reported to the Head of Department and/or Head of Year. Students are not permitted to receive a mark for a paper in which they are found to have cheated. Students are warned of the grave consequences of cheating particularly in a public examination. They are also reminded that cheating involves deliberate deception and lying. Students who also communicate with peers may also receive no marks, at the discretion of the Headteacher.

KS4 and KS5 internal examinations are held under external examination conditions. Dates for school internal examinations are published annually in the Assessment and Reporting Calendar.

Parents are discouraged from taking their children on holiday in this period. Students who miss examinations for this reason are not permitted to take the papers on their return to school. Students who are away for reasons of ill health may be permitted to at the Head of Years' discretion.

Examination marks are returned to students in a manner which encourages them to compare their own performance with their past and target performance.

MALPRACTICE

Bullers Wood Schools will take all reasonable steps to prevent the occurrence of any malpractice and maladministration before, during and after the determination of grades process. The School will investigate and will inform the Awarding Body of any alleged, suspected or actual incidents involving a student or a member of staff.

Staff

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications and/or examinations. This list is not exhaustive:

- Tampering with students' work prior to external moderation/verification
- Assisting students with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements
- Failing to take reasonable steps to authenticate student work
- Assisting students with exam questions outside of the awarding body guidance
- Allowing students to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.
- Staff intentionally submitting inflated grades
- Creating exam entries and grades for students who have not studied the course or been taught sufficient content
- Failing to retain evidence used in the determination of grades
- Failing to follow the School's policy in relation to the application of Access Arrangements or Special Consideration
- Failing to manage Conflicts of Interest within the School

- Failing to submit the Head of Centre declaration when submitting grades
- Releasing grades to students before the issue of results
- Failing to cooperate with an Awarding Body's quality assurance, appeal or investigation processes.

Investigations into allegations will be conducted by appropriate senior staff who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him
- Informed what evidence there is to support the allegation
- Informed of the possible consequences, should malpractice be proven
- Given the opportunity to consider their response to the allegations
- Given the opportunity to submit a written statement
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- Informed of the applicable appeals procedure, should a decision be made against him
- Informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding
- Bodies, the regulators Ofqual, the police and/or professional bodies including the GTC
- If work is submitted for moderation/verification or for marking which is not the student's own work, the awarding body may not be able to give that student a result.

Where a member of staff is found guilty of malpractice, the following sanctions may be imposed:

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

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

Student

Students must follow the instructions of the Examinations Officer, Invigilators or Centre Staff at all times to ensure appropriate behaviour and conduct during all assessments and examinations.

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

- Plagiarism: the copying and passing of as the student's own work, the whole or part of another person's work.
- Collusion: working collaboratively with other learners to produce work that is submitted as the student's own.
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the student have be specifically told not to use.
- The alteration of any results document.
- Any attempt by a student, or their parent/carer, to influence a grade decision by applying pressure to staff.

If a teacher suspects a student of malpractice, the student will be informed and the allegations will be explained. The student will have the opportunity to give their side of the story before any final decision is made.

If the student accepts that malpractice has occurred, he will be given the opportunity to repeatthe assignment. If found guilty of malpractice following an investigation, the teacher may decide tore-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by students with regards to examinations. This list is not exhaustive:

- Communicating with another student during an examination.
- Causing a disturbance and/or creating a distraction in an examination room.
- Having on one's person a mobile phone in an examination room.
- A mobile phone sounding in an examination room
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes.
- Leaving the examination room without permission.
- Passing notes or papers or accepting notes to, or accepting notes or papers from another student.

If an Invigilator suspects a student of malpractice during an examination, the Invigilator will report the incident to the Examinations Officer and write a statement. The student will be informed and the allegations will be explained. The student will have the opportunity to give their side of the story and the Awarding Body will be informed.

In the event that a malpractice decision is made, which the student feels is unfair, the student has the right to appeal in line the Appeals procedure.

COMPLAINTS AND APPEALS

If a student/parent/carer has a general concern or complaint about the school's delivery or administration of a qualification the student is following, the student/parent/carer should refer to the school's complaints procedure.

ADDITIONAL INFORMATION

AI - Use in Assessments

AI use refers to the use of AI tools to obtain information and content which might be used in work

produced for assessments which lead towards qualifications.

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and pupils should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or format

What is AI Misuse

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice:

Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Pupils' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupils own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or
- Bibliographies.

Acknowledging AI Use

If a pupil uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the pupil and referenced in their work in the normal way. Where an AI tool does not provide such details, pupils should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where pupils use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether

that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a pupil's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/ blog/chatgpt/), 25/01/2023. The pupil must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the pupil has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the pupils own

See https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/ for further information.

AI will be explained to students in assemblies from the Exam's Officers and be sent the following information with all candidate information via email and school database comms.

JCQ_AI_infographic_v3

WHISTLEBLOWING

Staff may also refer to the Trust's Whistleblowing Policy on Lumero Educational Trust's website. The School takes all reasonable steps to prevent the occurrence of any malpractice before, during and after assessments have taken place. The Centre will gather evidence and 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.

If a member of centre staff involved in the management, administration and/or conducting of exams (such as Examinations Officer or Invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Examinations Officer or the Deputy Headteacher with oversight of exam administration. However, there may be times when it may be more appropriate to refer the issue direct to the Whistleblowing Officer who will then refer direct to the Whistleblowing Governor.

Examples of examination malpractice include:

- Failure to comply with examination regulations as set out by the Joint Council for Qualifications (JCQ) and its Awarding Bodies.
- A security breach of the examination paper.
- Conduct of Centre staff which undermines the integrity of the examination.
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field').
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching

and learning).
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations).
- Attempts to coerce the SENCO into providing a student with an access arrangement where the student does not meet the regulations criteria.

In order to investigate concerns effectively, the Centre provides the Awarding Body with as much information as possible/is relevant, which may include:

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

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

In some circumstances, the whistleblower might find it difficult to raise concerns with the Deputy Headteacher and can consider making their disclosure to a malpractice expert at the Awarding Body for the qualification where malpractice is suspected. Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source.

Alternatively, whistleblowers' or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding Bodies are not prescribed bodies under whistleblowing legislation; however, Awarding Body investigation teams do give those reporting concerns the opportunity for anonymity.