



9. Appendices

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Not included – to follow:

Lockdown policy

Electronic Download of Papers Policy

Centre name	Hautlieu School
Centre number	67213
Date policy first created	March 2025
Current policy approved by	Claire Farrow
Current policy reviewed by	Ros Martin
Date of review	14/01/2025
Date of next review	14/01/2026

Key staff involved in the policy

Role	Name
Head of Centre	Kate Blackhall
Senior leader(s) for Exams	Ros Martin
Senior Leadership Group	Claire Jackson Lee Campbell Jo Carroll Lauren Devine Jenna de Jesus-Oeillet
Exams officer	Claire Farrow
SENCo (or equivalent role)	Orla Priestley
IT manager	Lee Bougoise Dan Winder
Other staff (if applicable)	Jez Payne – Site Manager

This policy is reviewed and updated annually on the publication of updated JCQ regulations. References in this policy to AA and ICE relate to/are directly taken from the JCQ documents Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

Exam Contingency Policy

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination/assessment process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at Hautlieu School.

Alongside internal processes this plan is informed by the Ofqual Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2024).

This plan details how Hautlieu School complies with the JCQ's General Regulations for Approved Centres (5.3 Centre management) by having in place for inspection that must be reviewed and updated annually, a written contingency plan which covers all aspects of examination/assessment administration and delivery.

Contingency arrangements - This plan should be read alongside the School Wide Contingency Plan.

Operating across more than one centre - Hautlieu operates as a single centre.

National Centre Number Register and other information requirements

The Head of Centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

Head of Centre absence at a critical stage of the exam cycle

Where the Head of Centre may be absent at a critical stage of the exam cycle, the Deputy Head Teachers will share the work of the Head in line with the main Contingency plan.

Possible causes of disruption to the exam process:

- Exams officer extended absence at a critical stage of the exam cycle
- Criteria for implementation of the plan
- Key tasks required in the management and administration of the exam cycle not undertaken including: Planning
- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited
- Entries - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates

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

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption listed above.

The centre will ensure that:

- the Exam Officer (EO) records all actions taken electronically. Regular meetings between the EO and SLG will ensure senior staff are aware of current progress.
- Annual Exam training is undertaken by all staff.
- When EO is absent for a prolonged period a temporary appointment may be made.

SENCO (or equivalent role) extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

Candidates not tested/assessed to identify potential access arrangement requirements.

Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010.

Evidence of need and evidence to support normal way of working not collated.

Pre-exams

Approval for access arrangements not applied for to the awarding body.

Centre-delegated arrangements not put in place.

Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.

Staff (facilitators) providing support to access arrangement candidates not allocated and trained.

Exam time

access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption listed above the centre will:

- Ensure regular meetings of SENCO with SLT to ensure continuity of workload. Data of students with access arrangements is audited regularly, and ahead of each exam season, to ensure all arrangements awarded are granted.

Teaching staff extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks (including controlled assessment and coursework) not set/issued/taken by candidates as scheduled

- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines.

Any absent HOD would have tasks allocated to HOF Centre actions to mitigate the impact of the disruption listed above.

The centre will:

ensure all departments have sufficient cover within HOD and HOF and any exam arrangements are communicated to the Exams Officer in a timely manner.

Invigilators - lack of appropriately trained invigilators or invigilator absence

- Criteria for implementation of the plan
- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam
- Other criteria:
- Poorly trained invigilators due to insufficient training time

Centre actions to mitigate the impact of the disruption listed above the centre will:

In case of a shortage of invigilators on exam day class teachers, who have attended exam training, can assist with exam invigilation

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

- Criteria for implementation of the plan
- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time
- Other criteria:
- IT failure where rooming is available, but insufficient or inadequate IT resources are available. Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Alternative site(s) details:

Sports Hall at Oakfield.

Alternative venues at local colleges - Highlands College Great Hall Parish Hall at either St Saviour or St Martins

Communication details: A message through InTouch from Head of Centre / SLG or Exams Officer notifying of change in venue. In extreme emergencies messages will also appear on the local radio stations.

Ensure that the secure transportation of question papers or assessment materials to the alternative venue.

After the exam- consider whether any candidate's ability to take the assessment or demonstrate their level

of attainment has been materially affected and, if so, apply for special consideration.

Other centre actions:

Standalone copier to accommodate IT failure

Provision of laptops where Word Processors are not available

Cyber-attack

Criteria for implementation of the plan.

Where a cyber-attack may compromise any aspect of delivery guidance from the Government of Jersey will be followed.

Centre actions to mitigate the impact of the disruption listed above.

The centre will:

Call in additional support from the Government of Jersey

Failure of IT systems

Criteria for implementation of the plan

-
- IT system corruption affecting candidates' work
-
- MIS/IT system failure at final entry deadline
-
- MIS/IT system failure during exams preparation
-
- MIS/IT system failure at results release time

Other criteria:

No other criteria identified.

Centre actions to mitigate the impact of the disruption listed above the centre will:

Ensure that data is held on an offsite server in case of failure of server on site. Exam Entries will be made ahead of final cut off where possible.

Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan.

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

Other criteria:

Disruption to travel arrangements meaning candidates can't travel to / from the centre. Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

Ensure open communication with CYPES as well as other local centres.

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

Criteria for implementation of the plan

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

Other criteria:

Issues with IT systems in delivering lessons virtually.

Centre actions to mitigate the impact of the disruption listed above the centre will:

- recognise that it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- utilize the usual school communication channels including Outlook, InTouch, Satchel One and Exams Assist.
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

Consider communications through the local and social media.

Candidates may not be able to take examinations - centre remains open.

Criteria for implementation of the plan.

Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis.

Centre actions to mitigate the impact of the disruption listed above the centre will:

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

Other centre actions:

Resilience measures are in place, and copies of all exams undertaken during official mock weeks at school are retained.

Centre may not be able to open as normal during the examination period

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan.

Centre may not be able to open as normal for scheduled examinations.

Other criteria:

Disruption to travel and transport.

Centre actions to mitigate the impact of the disruption listed above the centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open.
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal).
- contact the relevant awarding body as soon as possible and follow its instructions discuss alternative arrangements with the awarding body if the exam or assessment cannot take place follow guidance provided by the awarding body on the conduct of examinations in such circumstances.
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue.
- alternative site(s) details: Alternative venues are available at Oakfield Sports Centre (Gym, Dance Studio and limited offices), as well as at Highlands College (Centre 67216). Should no educational facilities be available local parish halls could be approached, or Fort Regent Leisure Centre for larger cohorts.
- communication details: Usual school communication channels including InTouch, Satchel One and Exams Assist.
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

If required enlist support of local media to widen the communication net.

Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Other criteria:

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

Other centre actions:

Where there is a need to print electronically, which would result in a delay in the start of an exam, consider holding candidates in exam conditions to make a late start to the exam.

Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

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

Other criteria:

- Disruption to safe custody arrangements in the secure store. Centre actions to mitigate the impact of the disruption listed above The centre will:
- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document Instructions for conducting examinations
- ensure the secure storage of completed examination scripts until as close to the collection time as possible

Other centre actions:

Should the secure store be compromised consider investing in additional safe storage locally.

Assessment evidence is not available to be marked

Criteria for implementation of the plan.

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

Other criteria:

Centre actions to mitigate the impact of the disruption listed above the centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions:

- Where data is produced electronically, ensure that duplicate copies retained on school secure server in case of loss.

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

Criteria for implementation of the plan.

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

Other criteria:

No others identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post-results services from an alternative venue
- Alternative site(s) details: Alternative venues include Highlands College (centre number 67216) and Oakfields Sports Centre.
- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- Communication details: Usual methods of school communication including InTouch, Email, Satchel One and Exams Assist

Other centre actions:
No other actions identified

Any other cause of disruption to the exam process

Cause of disruption

No further causes identified

Centre actions to mitigate the impact of the disruption listed above Not applicable

Further guidance to inform procedures and implement contingency planning

DfE.

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges.

Ofqual.

Ofqual guidance extract taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted.

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning.

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties (Ofqual General Condition of Recognition A6). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams.

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

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

You may also wish to see the JCQ's notice to centres on exam contingency plans and JCQ's notice on preparing for disruption to examinations in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

- Exam planning
- Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.
- Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.
- In the event of disruption
 - Contact the relevant awarding organisation and follow its instructions.
 - Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.

- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure.
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.
- After the exam
 - Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
 - Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
 - Ensure that scripts are stored under secure conditions.
 - Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.
- Steps the awarding organisation should take Exam planning
 - Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.
- In the event of disruption
 - Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
 - Provide effective guidance to any of their centres delivering qualifications.
 - Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
 - Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
 - Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.
- After the exam
 - Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.
 - If any students miss an exam or are disadvantaged by the disruption
 - If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.
 - Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also JCQ's guidance on special consideration

Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The DfE in England, the DfE in Northern Ireland, and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

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

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published joint consultation decisions on long-term resilience arrangements. As in 2023, Ofqual has provided guidance on collecting evidence of student performance to ensure resilience in the qualifications system for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published guidance for contingency assessment arrangements for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on handling strike action in schools in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

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

General contingency guidance emergency planning and response for education, childcare and children's social care settings from the DfE in England handling strike action in schools from the DfE in England.

School organisation: local-authority-maintained schools from the DfE in England.

Reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC from the DfE in England.

Exceptional closure days: Northern Ireland from the Department of Education in Northern Ireland.

Checklist - exceptional closure of schools from the Department of Education in Northern Ireland school terms and school closures from NI Direct.

Opening schools, childcare and play settings in extreme bad weather and extreme hot weather - guidance for schools from the Welsh Government.

Emergency planning and response guidance for education and childcare settings- guidance for schools and education settings from the Welsh Government protective security and preparedness for education settings from the DfE.

Police guidance from National Counter Terrorism Security Office and partners on preparing for threats.

Cyber security guidance for schools and colleges from the National Cyber Security Centre".

JCQ

JCQ guidance taken directly from Instructions for conducting examinations 2024-2025 section 15, Contingency planning

"15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

The awarding bodies will designate 'contingency sessions' for examinations, summer 2025. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland- www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland - In 2025 this will be 25 June 2025.

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

In the event that there is national disruption to a day of examinations in summer 2025, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations, and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date

unless instructed to do otherwise by the awarding body.

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

Links to other JCQ documentation

JCQ Joint Contingency Plan

JCQ Preparing for disruption to examinations
General Regulations for Approved Centres
Guidance notes on alternative site arrangements
Guidance notes for transferred candidates
Instructions for conducting examinations

A guide to the special consideration process
Guidance for centres on cyber security

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process

Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024

GOV.UK

Emergency planning and response: Exam and assessment disruption

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

Wales

School closures: examinations

Opening schools in extremely bad weather and extreme hot weather

Northern Ireland

Exceptional closure days - Northern Ireland Checklist - exceptional closure of schools

National Cyber Security Centre

Cyber Security for Schools

Cyber security training for school staff

Escalation Policy

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Hautlieu School has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent (GR 5.3).

This process also supports Hautlieu School being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments. (GR 5.3)

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to Ros Martin, Senior Leader with responsibility for exams Main areas of compliance relate to:

The agreement between the centre and awarding bodies (GR 3)

Third party agreements

Centre status

Confidentiality

Resilience and contingency arrangements

Cyber security

Retention of candidates' work

Communication

The responsibility of the centre (GR 5): Centre management

Recruitment, selection, training and support

External and internal governance arrangements

Delivery of qualifications

Public liability

Conflicts of interest

Controlled assessments, coursework and non-examination assessments

Security of assessment materials

National Centre Number Register and other information requirements

Centre inspections

Policies available for inspection

Personal data, freedom of information and copyright (GR 6)

Reference information:

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

General Regulations for Approved Centres
Instructions for conducting examinations
Access Arrangements and Reasonable Adjustments
Instructions for conducting coursework
Instructions for conducting non-examination assessments
Suspected Malpractice – Policies and Procedures
A guide to the special consideration process

Additional JCQ publications for reference:

JCQ Centre Inspection Service Changes

Centre-specific reference information:

Not applicable

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to Ros Martin in the absence of Claire Farrow

Main areas of compliance relate to: The responsibility of the centre (GR 5)

Access arrangements and reasonable adjustments

Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)

Centre assessed work (including that candidates' work is backed-up and considering the contingency of candidates' work being back-up in the event of IT system corruption and cyber-attacks; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)

Candidate information

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

General Regulations for Approved Centres (5)
Instructions for conducting examinations (1-15)
Access Arrangements and Reasonable Adjustments (6-8)

Additional JCQ publications for reference:

Key dates

Guidance Notes for Transferred Candidates

Alternative Site guidance notes

Guidance notes for overnight supervision of candidates with a timetable variation

Guidance Notes – Centre Consortium Arrangements

Information for candidates documents

Exam Room Posters

Centre-specific reference information:

In the absence of Ros Martin escalation will be to Kate Blackhall, Head of Centre

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to Ros Martin

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies (GR 3)

Retention of candidates' work

The responsibility of the centre (GR 5)

Conducting examinations and assessments

Malpractice

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

General Regulations for Approved Centres (3, 5)

Instructions for conducting examinations (16-31)

Access Arrangements and Reasonable Adjustments (8)

A guide to the special consideration process (2-7)

Additional JCQ publications for reference:

Guidance Notes – Very Late Arrival

Centre-specific reference information:

After examinations/assessments

Results and Post-Results

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.18, 5.3)

Responsibility for ensuring compliance will be escalated to Ros Martin

Main areas of compliance relate to: The responsibility of the centre (GR 5)

Results

Post-results services and appeals

Certificates

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

General Regulations for Approved Centres (5)

Additional JCQ publications for reference:

JCQ Release of results notice

JCQ Post-Results Services (Information and guidance to centres)

JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Centre-specific reference information:

Data Manager, James Bailey will also assist in data analysis of results in absence of Exams Officer.

Potential Conflicts of interests Policy

Introduction

It is the responsibility of the head of centre to ensure that Hautlieu School has a written conflicts of interest policy for inspection that must be reviewed and updated annually. This policy confirms that Hautlieu School:

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

any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units

any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, and maintains internal records of all instances where:

exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres

centre staff are taking qualifications at their own centre which do not include internally assessed components/units

centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

The purpose of this policy is to confirm how Hautlieu School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any potential conflict of interest from all staff to identify any potential conflicts of interest.

Declaration process

The Exams Officer will annual invite all staff to update and inform them of any connections with either, other staff

students

Exam boards and detail these

Managing conflicts of interest

Where potential conflicts are noted, steps are taken to mitigate any potential arising.

Additional information:

Where a potential conflict is considered material, this is escalated to the relevant Exam Board. All conflicts are reviewed and approved by Head of Centre

Roles and responsibilities

The role of the head of centre is to ensure:

conflicts of interest are managed according to the requirements in GR 5.3 internal records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected

the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff

the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre

that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and

confidentiality of the examination materials

that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Additional responsibilities:

The Exams Officer is responsible for maintaining the Register of Potential Conflicts and Mitigants.

The role of the exams office/officer

To ensure the process for collecting declarations of interest is undertaken.

To identify and follow the awarding body's administrative process for submitting details of members of staff who are:

taking qualifications which include internally assessed components/units at their own centre

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

To retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Additional responsibilities:

All staff are responsible for updating the Head of Centre or the Exams Officer should a change in their personal circumstances.

Malpractice Policy

Introduction

What is malpractice and maladministration?

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

a breach of the Regulations, and/or
a breach of awarding body requirements regarding how a qualification should be delivered, and/or
a failure to follow established procedures in relation to a qualification which:
gives rise to prejudice to candidates, and/or
compromises public confidence in qualifications, and/or
compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre, or
an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 19). (SMPP 2)

Purpose of the policy

To confirm Hautlieu School:

has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations Hautlieu School will:

take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
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 (GR 5.11)

as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the current JCQ document Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

Hautlieu School has in place:

Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document Suspected Malpractice: Policies and Procedures. (SMPP 4.3)

This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

General Regulations for Approved Centres 2024-2-25

Instructions for conducting examinations (ICE) 2024-2025

Instructions for conducting coursework 2024-2025

Instructions for conducting non-examination assessments 2024-2025

Access Arrangements and Reasonable Adjustments 2024-2025

A guide to the special consideration process 2024-2025

Suspected Malpractice: Policies and Procedures 2024-2025 (this document)

Plagiarism in Assessments

AI Use in Assessments: Protecting the Integrity of Qualifications

Post Results Services June 2024 and November 2024

A guide to the awarding bodies' appeals processes 2024-2025

(SMPP 3.3.1)

Additional information:

JCQ Warning posters are displayed in prominent places

Students receive assemblies warnings of malpractice and best practice Students and parents are emailed with relevant JCQ documents

JCQ documents are shown on the School website

Prior to entry to the exam room, all students are reminded of prohibited items and asked to remove In the exam room Appendix 3 of ICE is read asking for all unauthorised material to be handed in

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

JCQ Warning posters are displayed in prominent places

Students receive assemblies warnings of malpractice and best practice Students and parents are emailed with relevant JCQ documents

JCQ documents are shown on the School website

AI use in assessments

JCQ information shared with students in assembly, with teachers in briefing and relevant warnings displayed around the school

Identification and reporting of malpractice

Escalating suspected malpractice issues

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels. (SMPP 4.3)

Initial concerns of evidence of malpractice should be communicated to the Exams Officer (Claire Farrow) as soon as possible. If the malpractice is connected to the Exams Officer, or the Exams Officer is unavailable, SLG responsible for exams, Ros Martin should be informed. In the absence of both then Head of Centre should be informed.

Once a suspected malpractice is identified the member of staff should communicate this verbally, and follow up with a full report in writing.

Reporting suspected malpractice to the awarding body

The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document Suspected Malpractice: Policies and Procedures (SMPP 4.1.3)

The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)

Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)

Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication does not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of the rights of accused individuals (SMPP 5.33)

Once the information gathering has concluded, the head of centre (or other appointed information- gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)

Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)

The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Additional information:

Copies off all relevant communication will be held on file. If a student malpractice is suspected the students will also be asked for a statement.

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Additional information:

Notification of any suspected malpractice will also be shared with the home contact of any student involved.

Appeals against decisions made in cases of malpractice

Hautlieu School will:

Provide the individual with information on the process and timeframe for submitting an appeal, where relevant

Refer to further information and follow the process provided in the JCQ document A guide to the awarding bodies' appeals processes

Additional information:

Review internal procedures to see if any enhancement can be made.

NEA Policy

Introduction

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

task setting

task taking

task marking (NEA 1) The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).

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

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. These instructions are for use in AQA Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (ICC Introduction, Foreword)

Purpose of the policy

This policy confirms the JCQ requirement that Hautlieu School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres to have a non-examination assessment policy in place to:

cover procedures for planning and managing non-examination assessments

define staff roles and responsibilities with respect to non-examination assessments

manage risks associated with non-examination assessments (NEA 1)

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

Where reference is made in these procedures to non-examination assessment, this is intended to include GCE and GCSE specifications with one or more non-examination assessment component, controlled assessment (where applicable) and coursework.

The basic principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of Instructions for conducting non-examination assessments and Instructions for conducting coursework, and confirms:

all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement

(where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities

Ensures the centre's policy is fit for purpose and covers all types of non-examination assessment

Ensures the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Additional responsibilities:

Senior leader role and responsibilities:

Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents Instructions for conducting non-examination assessments, Instructions for conducting coursework and awarding body subject-specific instructions

Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

Deliver training to staff on any updates on JCQ requirements in NEA or similar. Clearly communicate internal deadlines for NEA and ensure grades are communicated to students prior to any appeal deadlines.

HOD (or equivalent) role and responsibilities:

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

Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Subject lead role and responsibilities:

Ensure subject teachers understand their role and responsibilities within the non-examination assessment process

Ensure the JCQ documents Instructions for conducting non-examination assessments, Instructions for conducting coursework and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)

Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Additional responsibilities:

Subject teacher role and responsibilities:

Understand and comply with the general instructions as detailed in the JCQ documents Instructions for conducting non-examination assessments and Instructions for conducting coursework
Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
Mark internally assessed work to the criteria provided by the awarding body
Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Additional responsibilities:

Exams office/officer role and responsibilities:

Signpost the annually updated JCQ documents Instructions for conducting non-examination assessments and Instructions for conducting coursework to relevant centre staff
Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

Additional responsibilities:

Task setting

Subject teacher role and responsibilities:

Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
Make candidates aware of the criteria used to assess their work

Additional responsibilities:

Issuing of tasks

Subject teacher role and responsibilities:

Determine when set tasks are issued by the awarding body
Identify date(s) when tasks should be taken by candidates
Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities:

Task taking

Supervision

Subject teacher role and responsibilities:

Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
Ensure there is sufficient supervision to enable the work of a candidate to be authenticated

Ensure there is sufficient supervision to ensure the work a candidate submits is their own
To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
Ensure candidates are aware of the current JCQ documents Information for candidates - non- examination assessments and Information for candidates - Social media
Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates documents

Ensure candidates:

understand that information from all sources must be referenced
receive guidance on setting out references
are aware that they must not plagiarise other material

Additional responsibilities:

Advice and feedback

Subject teacher role and responsibilities:

As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task

Will not provide candidates with model answers or writing frames specific to the task

When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates

Allow candidates to revise and re-draft work after advice has been given at a general level

Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner

Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

Resources

Subject teacher role and responsibilities:

Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of

Qualifications (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

By referencing this document and the centre's malpractic policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment

Ensure conditions for any formally supervised sessions are known and put in place

Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
Ensure conditions for any formally supervised sessions are understood and followed by candidates
Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.

Additional responsibilities:

Word and time limits

Subject teacher role and responsibilities:

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

Additional responsibilities:

Collaboration and group work

Subject teacher role and responsibilities:

Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work

Ensure that it is possible to attribute assessable outcomes to individual candidates

Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment

Assess the work of each candidate individually

Additional responsibilities:

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work

sign the teacher declaration of authentication confirming the requirements have been met

Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)

Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments and/or Instructions for conducting coursework and inform a member of the senior leadership team

Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

Presentation of work

Subject teacher role and responsibilities:

Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution

Instruct candidates to present work as detailed in the JCQ documents Instructions for conducting non-examination assessments/coursework unless the awarding body's specification gives different subject-specific instructions

Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

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

Additional responsibilities:

Keeping materials secure

Subject teacher role and responsibilities:

When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)

When work is submitted by candidates for final assessment, ensure work is securely stored

Follow secure storage instructions as defined in the JCQ documents Instructions for conducting non-examination assessments/coursework

Take sensible precautions when work is taken home for marking

Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted

If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series

If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed

Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates - social media)

Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Additional responsibilities:

IT role and responsibilities:

Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software

Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained

Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks

Consider 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

Additional responsibilities:

Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document Instructions for conducting examinations

Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

Exams office/officer role and responsibilities:

Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification

Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document Instructions for conducting examinations

Additional responsibilities:

Submission of work

Subject teacher role and responsibilities:

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

Additional responsibilities:

Exams office/officer role and responsibilities:

Provide the attendance register to the subject teacher where applicable

Ensure the awarding body's attendance register for any externally assessed component is completed correctly

Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body

Keep a copy of the attendance register until after the deadline for reviews of results for the exam series

Package the work as required by the awarding body and attaches the examiner address label

Ensure that the package in which the work is despatched is robust and securely fastened

Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)

Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Additional responsibilities:

Subject lead role and responsibilities:

Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Subject teacher role and responsibilities:

Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process

Mark candidates' work in accordance with the marking criteria provided by the awarding body (Does not use artificial intelligence as the sole means of marking candidates' work)

Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

Inform candidates of their marks which could be subject to change by the awarding body moderation process

Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Additional responsibilities:

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure accurate internal standardisation - for example by:

obtaining reference materials at an early stage in the course

holding a preliminary trial marking session prior to marking
carrying out further trial marking at appropriate points during the marking period
after most marking has been completed, holds a further meeting to make final adjustments
making final adjustments to marks prior to submission retaining work and evidence of standardisation

Retain evidence that internal standardisation has been carried out

Additional responsibilities:

Subject teacher role and responsibilities:

Indicate on work (or cover sheet) the date of marking

Mark to common standards

Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Additional responsibilities:

Consortium arrangements

Subject lead role and responsibilities:

Subject teacher role and responsibilities:

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Submission of marks and work for moderation

Subject teacher role and responsibilities:

Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline

Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors

Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline

Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

Exams office/officer role and responsibilities:

Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the

awarding body deadline

Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors

Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline

Ensure that for postal moderation:

work is dispatched in packaging provided by the awarding body
moderator label(s) provided by the awarding body are affixed to the packaging
proof of dispatch is obtained and kept on file until the successful issue of final results

Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Through the subject teacher, submit any supporting documentation required by the awarding body

Additional responsibilities:

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample

Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period

In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place

If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

Exams office/officer role and responsibilities:

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

Additional role and responsibilities: External moderation - the process Subject teacher role and responsibilities:

Ensure that awarding body or its moderator receive the correct samples of candidates' work

Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work

Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

External moderation - feedback

Subject lead role and responsibilities:

Check the final moderated marks when issued to the centre when the results are published

Check any moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Additional responsibilities:

Exams office/officer role and responsibilities:

Access or signpost any moderator reports to relevant staff

Takes remedial action, if necessary, where feedback may relate to centre administration

Additional responsibilities:

Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

SENCo (or equivalent) role and responsibilities:

Follow the regulations and guidance in the JCQ document Access Arrangements and Reasonable Adjustments in relation to non-examination assessment

Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place

Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments

Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met

Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Additional responsibilities:

Special consideration and loss of work

Subject teacher role and responsibilities:

Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work

Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments

Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

Exams office/officer role and responsibilities:

Refer to/directs relevant staff to the JCQ document A guide to the special consideration process:

Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale

Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale

Keeps required evidence on file to support the application

Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

Additional responsibilities:

Malpractice

Head of centre role and responsibilities:

Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff

Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)

Is familiar with the JCQ document Suspected Malpractice: Policies and Procedures

Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

Subject teacher role and responsibilities:

Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work

Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework

Ensure candidates understand the JCQ documents Information for candidates - non-examination assessments/coursework assessments

Ensure candidates understand the JCQ document Information for candidates - social media

Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

Exams office/officer role and responsibilities:

Signpost the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre

Signpost to relevant staff the JCQ Notice to Centres - Sharing NEA material and candidates' work

Signpost candidates to the relevant JCQ information for candidates documents

Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

Post-results services

Head of centre role and responsibilities:

Is familiar with the JCQ document Post-Results Services

Ensure the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Additional responsibilities:

Subject lead role and responsibilities:

Provide relevant support to subject teachers making decisions about reviews of results

Additional responsibilities:

Subject teacher role and responsibilities:

Provide advice and guidance to candidates on their results and the post-results services available

Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Additional responsibilities:

Exams office/officer role and responsibilities:

Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services (Information and guidance to centres...)

Provide/signpost relevant centre staff and candidates to post-results services information

Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Additional responsibilities:

Endorsements

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

Head of centre role and responsibilities:

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Ensure the appropriate arrangements are in place for internal standardisation of assessments

Additional responsibilities:

Subject lead role and responsibilities:

Confirm understanding of the Spoken Language Endorsement for GCSE English Language specifications and ensures any relevant JCQ/awarding body instructions are followed

Ensure the required task setting and task taking instructions are followed by subject teachers
Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Additional responsibilities:

Subject teacher role and responsibilities:

Ensure all the requirements in relation to the endorsement are known and understood
Follow the required task setting and task taking instructions
Assess candidates, either live or from recordings, using the common assessment criteria
Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
Follow the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

Additional responsibilities:

Exams office/officer role and responsibilities:

Follow the awarding body's instructions for the submission of grades and recordings

Additional responsibilities:

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

Head of centre role and responsibilities:

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Subject lead role and responsibilities:

Subject teacher role and responsibilities:

Exams office/officer role and responsibilities:

Private candidates

Subject lead role and responsibilities:

Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow the current JCQ publication Instructions for conducting non-examination assessments and the JCQ document Notice to Centres - Sharing NEA material and candidates' work.	
Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not: submit work which is not their own / make available their work to other candidates through any medium / allow other candidates to have access to their own independently sourced material / assist other candidates to produce work / use books, the internet, AI or other sources without acknowledgement or attribution / submit work that has been word processed by a third party without acknowledgement / include inappropriate, offensive or obscene material.</p> <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non- examination assessments/coursework and Information for candidates – social media - and understand they must not post their work on social media</p>	
Task setting		

<p>Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online</p>	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p>	
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Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>Awarding body contacted to request direct email of task details</p>	
<p>Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification</p>	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	
<p>Candidates do not understand the marking criteria and what they need to do to gain credit</p>	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	

Subject teacher long term absence during the task setting stage	See centre's contingency plan (Teaching staff extended absence)	Not Applicable
Issuing of tasks		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	
The wrong task is given to candidates	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	
Subject teacher long term absence during the issuing of tasks stage	See centre's examination contingency plan (Teaching staff extended absence)	Not Applicable

<p>A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded</p>	<p>Ensures the candidate's presentation does not form part of the sample which will be recorded</p> <p>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</p>	
<p>Task taking</p>		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<p>Supervision</p>		
<p>Planned assessments clash with other centre or candidate activities</p>	<p>Assessment plan identified for the start of the course</p> <p>Assessment dates/periods included in centre wide calendar</p>	
<p>Rooms or facilities inadequate for candidates to take tasks under appropriate supervision</p>	<p>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</p> <p>Staggered sessions arranged where IT facilities insufficient for number of candidates</p> <p>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</p>	

<p>Insufficient supervision of candidates to enable work to be authenticated</p>	<p>Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</p> <p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</p>	
<p>A candidate is suspected of malpractice prior to submitting their work for assessment</p>	<p>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting coursework (6. Malpractice in coursework) are followed</p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>An internal investigation and where appropriate internal disciplinary procedures are followed</p>	
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<p>Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</p>	
<p>Advice and feedback</p>		

<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work</p>	
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedure</p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	

<p>A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	
<p>Candidate does not reference information from published source</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ documents Information for candidates: non-examination assessments/coursework assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	
<p>Issue/Risk</p>	<p>Centre actions to manage issue/mitigate risk</p>	<p>Action by</p>

<p>Candidate does not set out references as required</p>	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments/coursework assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	
<p>Candidate joins the course late after formally supervised task taking has started</p>	<p>A separate supervised session(s) is arranged for the candidate to catch up</p>	
<p>Candidate moves to another centre during the course</p>	<p>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</p>	
<p>An excluded pupil wants to complete his/her non-examination assessment(s)</p>	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</p> <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate</p>	
<p>Resources</p>		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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<p>A candidate augments notes and resources between formally supervised sessions</p>	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	
<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p> <p>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</p>	
<p>Word and time limits</p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p>	
<p>Issue/Risk</p>	<p>Centre actions to manage issue/mitigate risk</p>	<p>Action by</p>

	Candidates confirm/record any information provided to them on word or time limits is known and understood	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments/coursework assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding	
Issue/Risk	Centre actions to manage issue/mitigate risk	Action by

	body	
Candidate does not sign their authentication statement/declaration	<p>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments/coursework assessments</p> <p>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments/coursework assessments</p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment</p>	
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	
Keeping materials secure		
Issue/Risk	Centre actions to manage issue/mitigate risk	Action by

<p>Candidates work between formal supervised sessions is not securely stored</p>	<p>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non- examination assessments</p> <p>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</p>	
<p>Adequate secure storage not available to subject teacher</p>	<p>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</p> <p>Alternative secure storage sourced where required</p>	
<p>Candidates work produced electronically is not securely stored</p>	<p>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non- examination assessments</p> <p>Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained; any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it</p> <p>Additional details:</p>	
<p>Task marking – externally assessed components</p>		
<p>Issue/Risk</p>	<p>Centre actions to manage issue/mitigate risk</p>	<p>Action by</p>

<p>A candidate is absent on the day of the examiner visit for an acceptable reason</p>	<p>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</p> <p>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</p>	
<p>A candidate is absent on the day of the examiner visit for an unacceptable reason</p>	<p>The candidate is marked absent on the attendance register</p>	
<p>Task marking – internally assessed components</p>		
<p>A candidate submits little or no work</p>	<p>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</p> <p>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</p>	
<p>A candidate is unable to finish their work for unforeseen reason</p>	<p>Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for shortfall in work</p>	
<p>The work of a candidate is lost or damaged</p>	<p>Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8) / Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work</p>	<p>Not Applicable</p>
<p>Issue/Risk</p>	<p>Centre actions to manage issue/mitigate risk</p>	<p>Action by</p>

<p>Candidate malpractice is discovered</p>	<p>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting coursework (6. Malpractice in coursework) are followed</p> <p>Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p>	
<p>A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)</p>	<p>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series</p> <p>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</p>	
<p>An extension to the deadline for submission of marks is required for a legitimate reason</p>	<p>Awarding body is contacted to determine if an extension can be granted</p> <p>Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension</p>	
<p>After submission of marks, it is discovered that the wrong task was given to candidates</p>	<p>Awarding body is contacted for guidance</p> <p>Relevant staff are signposted to the JCQ publication A guide</p>	
<p>Issue/Risk</p>	<p>Centre actions to manage issue/mitigate risk</p>	<p>Action by</p>

	to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</p>	
Deadline for submitting work for formal assessment not met by candidate	<p>Records confirm deadlines given and understood by candidates at the start of the course</p> <p>Candidates confirm/record deadlines known and understood</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for</p>	
Issue/Risk	Centre actions to manage issue/mitigate risk	Action by

	<p>marking providing the awarding body's deadline for submitting marks can be met</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's contingency plan (Teaching staff extended absence)</p>	<p>Not Applicable</p>

Internal Appeals (Internal Assessments) Policy

Introduction

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

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

The qualifications delivered at Hautlieu School containing internally assessed components/units are:
GCSE

AQA 8552 - Design Technology

AQA8582 - Sports Studies

AQA 8700 - English Language (2025/26 0990 CIE English Language)

CIE 0994 - Drama

EdExcel 1MU0 – Music

EdExcel 1GB0 - Geography

J171 - Art - Fine Art

J172 – Art - Graphics

J176 - Art - Critical and Contextual GCSE

AQA 7262 - Drama

AQA 7572 - Media

AQA 7582 - PE

AQA 7702 - English Language

AQA 7707 - English Language and Literature

AQA 7717 - English Literature

EdExcel 9GEO - Geography

EdExcel - 9DT0 - Design Technology

EdExcel - 9MT0 - Music Technology

EdExcel - 9PY0 - Photography

OCR - H601 - Art

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Hautlieu School for dealing with appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- have in place for inspection, that must be reviewed and updated annually, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are

communicated, made widely available and accessible to all candidates before submitting marks to the awarding body, inform candidates of their centre assessed marks; and

- allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Hautlieu School will ensure that the following principles are in place in relation to marking the work of candidates:

A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents

All centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework which details the procedures relating to relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity and do not have any potential conflicts of interest (If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker)

A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body (Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking)

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

Additional centre-specific principles:

Draft marks will be shared with the student prior to end of formal assessment. The formal NEA mark will be shared with the student ahead of the internal NEA deadline (1 March 2025 for all subjects with exceptions for individual subjects in line with their specification and NEA requirements)

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Hautlieu School will:

Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body

Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted

Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment

Having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions or copies) within the period of time as specified (see Deadlines below)

Inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised

Provide candidates with sufficient time to allow them to review copies of materials and reach a

decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be

Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see Deadlines below)

Require candidates to make requests for a review of centre marking by written communication to Head of Department

Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see Deadlines below)

Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review

Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre

Inform the candidate in writing of the outcome of the review of the centre's marking

Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body

Ensure a written record of the review is kept and made available to the awarding body upon request

Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

Where insufficient subject specialists are available in school, due to department size, or similar, an external subject teacher from a local school teaching the same or similar syllabus may be approached, at the discretion of the Head of Centre.

Where another member of staff is moderating / reviewing the work, where possible, this work will not have the student's name on, nor the original mark and should be free of annotations.

Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ Information for candidates' documents (Coursework, Non-examination assessments, Social media) which are distributed to all candidates prior to assessments taking place, inform candidates of the things they must and must not do when they are completing their work.

The centre ensures that those members of teaching staff involved in the direct supervision of candidates producing work for assessments are aware of the potential for malpractice.

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

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, Hautlieu School will:

Follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (Instructions for conducting non-examination assessments/Instructions for conducting coursework) and any supplementary guidance that may be provided by the awarding body. Where this may lead to the decision not to accept the candidate's work for assessment or to reject a candidate's

coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

If a candidate who is the subject of the decision disagrees with the decision:

they must make a written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, this should be submitted in writing to Head of Department (NB in future consider making an internal appeals form) within 10 working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal:

Within 10 working days of the appeal being received and logged by the centre.

Deadlines and timescales

Upon request, copies of the material / assessment will be made available to the candidate within 5 working days

The deadline to request a review of marking must be made within 10 working days of the candidate receiving copies of the relevant materials.

The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 10 working days, all before the awarding body's deadline for submission of marks.

Exam Emergency Evacuation Policy

Introduction

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

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

As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so (ICE 25.6)

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

Purpose of the policy

The purpose of this policy is to confirm the arrangements at Hautlieu School for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which will be subject to inspection by the JCQ Centre Inspection Service.

Emergency evacuation procedure

Actions taken in the event of an emergency evacuation of the examination room

At Hautlieu School, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken (and retained on file if required by an awarding body)

Additional actions taken:

In the event of a fire alarm, invigilators are trained to

- Collect the register and escort all candidates in silence from the building. The school evacuation policy is followed for nearest fire exit.
- The main meeting point is outside Oakfields, but where space allows the exam room cohort will be held aside from the main body of the school cohort to ensure no access to the internet and full silence is maintained. Alternative mustering points such as the East Piazza and West

Piazza may also be utilized depending on the school evacuation policy.

- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

Further actions taken:

- The Exams Officer will make a report to the relevant board.

Roles and responsibilities

The role of the **head of centre**

Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation

Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)

Ensures any breach of question paper security or malpractice is reported to the awarding body immediately (ICE 25.5)

Other responsibilities:

The role of the senior leader

Where responsible for the centre-wide emergency evacuation procedure, ensure that all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an examination room is required

Other responsibilities:

Where students are allowed to return to the school, the return of any candidate undertaken an exam will be prioritised.

The role of the special educational needs coordinator (**SENCo**) or equivalent role

Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate

Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

Other responsibilities:

The role of the **exams office/officer**

Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded

Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room

Provide invigilators with a copy of the emergency evacuation procedure in every exam room

Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds

Provide an exam room incident log in every examination room

Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate

Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate

Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken

Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)

Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Other responsibilities:

The role of **invigilators**

By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room

Follow the actions required in the emergency evacuation procedure issued to them for every examination room

Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other responsibilities:

The role of other centre **staff**

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see Roles and Responsibilities for the members of staff who will record these details):

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

Further details which may also be recorded include:

A report on candidate behaviour throughout the interruption/evacuation

A judgement on the impact on candidates after the interruption/evacuation.

Managing Behaviour in Exams Policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at Hautlieu School is managed in line with JCQ regulations.

Briefing candidates

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

- ensure the JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place. (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

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

- A Member of SLG and Exams Officer during full year assemblies. Emails advising all students of JCQ policies. Warnings read prior to entry to all exams. JCQ appendix 3 read in all exam rooms

Candidate malpractice

- 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1.2)
- Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)
- 'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination (SMPP 2)
- Inappropriate behaviour by a candidate in the examination room or assessment session is deemed 'candidate malpractice'
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at Hautlieu School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave
- Candidates must not talk to, attempt to communicate with or disturb other candidates once they

have entered the examination room. If they do, this must be reported to the relevant awarding body

- Candidates must not open the question paper until the examination begins. If they do, this must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that they may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)
- Form JCQ/M1 - Report of suspected candidate malpractice must be completed where appropriate (ICE 24.3)
- The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ document Suspected Malpractice: Policies and Procedures (ICE 24.5)
- In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24.6)

Additional information:

When potential malpractice is identified all teachers / invigilators must provide a statement of events.

Roles and responsibilities

The role of the invigilator

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Warn a disruptive candidate that they may be removed from the examination room (ICE 24.1)
- Record what has happened and actions taken on the exam room incident log (ICE 24.1)

Additional responsibilities:

If in doubt escalate matters immediately to the Exams Officer and in their absence Head of Centre.

The role of the exams office/officer

- Ensure that the JCQ Information for candidates documents (coursework, non- examination assessments, on-screen tests, social media and written examinations) are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters (GR 5.8)
- Ensure the JCQ Unauthorised items and Warning to candidates posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5.8)
- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

Additional responsibilities:

Ensure a member if SLG is informed as soon as possible.

The role of the head of centre

- Where a candidate is seriously disrupting others, makes the decision to remove the candidate from the examination room (ICE 24.3)
- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination by completing form JCQ/M1 (ICE 24.3)

Additional responsibilities:

The role of the senior leader

- Ensure support is provided for the exams officer and invigilators when dealing with disruptive candidates in examination rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Additional responsibilities:

Examples of 'candidate malpractice'

These include (but are not limited to):

Introduction of unauthorised material into the examination room

Own blank paper - used for rough work; used for final answers

Calculators, dictionaries (when prohibited) - not used; used or attempted to use

Bringing into the examination room notes in the wrong format or prohibited annotations - notes/annotations go beyond what is permitted but do not give an advantage / content irrelevant to subject; notes/annotations are relevant and give an unfair advantage; notes/annotations introduced in a deliberate attempt to gain an advantage

Unauthorised notes, study guides and personal organisers - content irrelevant to subject; content relevant to subject; relevant to subject and evidence of use

Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, AirPods, earphones and headphones) - not in the candidate's possession but make a noise in the examination room; in the candidate's possession but no evidence of being used by the candidate; in the candidate's possession and evidence of being used by the candidate

Watches (not smartwatches) - in candidate's possession

Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations - minor non-compliance: e.g. sitting in a non-designated seat / continuing to write for a short period after being told to stop; major non-compliance: e.g. refusing to move to a designated seat / significant amount of writing after being told to stop; related non-compliance

Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations - leaving examination early (no loss of integrity) / removing script from the examination room, but evidence of the integrity was maintained; removing script from examination room but with no proof that the script is safe / taking home materials; deliberately breaking a timetable clash supervision arrangement / removing script from the examination room and with proof that the script has been tampered with / leaving examination room early so integrity is impaired

Disruptive behaviour in the examination room or assessment session (including use of offensive

language) - minor disruption lasting a short time / calling out, causing noise, turning around; repeated or prolonged disruption / unacceptably rude remarks / being removed from the examination room / taking another's possessions; warnings ignored / provocative or aggravated behaviour / repeated or loud offensive comments
/ physical assault on staff or property

Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to)

Verbal communication - isolated incidents of talking before the start of the examination or after papers have been collected; talking during the examination about matters not related to the exam / accepting examination related information; talking about examination related matters during the exam / whispering answers to questions

Communication - passing/receiving written communications which clearly have no bearing on the assessment; accepting assessment related information; passing assessment related information to other candidates / helping one another / swapping scripts

Offences relating to the content of candidates' work

The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non- examination assessments or portfolios - isolated offensive words or drawings; frequent offensive words or drawings / isolated obscenity or offensive comments directed at an individual or group; frequent obscenities / discriminatory language, remarks or drawings directed at an individual or group

Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing - minor amount of plagiarism/poor referencing in places; plagiarism from work listed in the bibliography or referenced/acknowledged / or minor amount of plagiarism from a source not listed in the bibliography or referenced/acknowledged; plagiarism from work not listed in the bibliography or referenced/acknowledged / or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced/acknowledged

(Taken from SMPP, Appendix 6)

Food and Drink in Exams Policy

Purpose of the policy

This policy confirms that Hautlieu School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

- the correct procedures are followed regarding food and drink in the examination room
- appropriate arrangements are in place for the management of food and drink in the examination room

Food and drink in the examination room

- Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18.2)

To enable invigilators to check these items quickly and efficiently:

- food brought into the examination room by the candidate must be free of packaging and in a transparent container
- drink bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles (ICE 18.2)

The following arrangements are applied at Hautlieu School:

Students are not permitted to bring food into the exam room. Water is permitted in the exam room.

Additional centre-specific arrangements:

If food and / or drink is required for medical reasons, this information will be included on the Access Arrangements register for the student.

Roles and responsibilities

The role of the exams office/officer

- Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room
- Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room
- Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)
- Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

Additional responsibilities:

Ensure effective communication ensure Teachers are also aware of the necessary Food and Drink rules

The role of the invigilator

- Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Record what has happened and actions taken on the exam room incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room

Additional responsibilities:

If in doubt, seek confirmation from the Exams Officer

The role of the head of centre

- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)

Additional responsibilities:

Candidate Identification Procedure

Purpose of the procedure

The purpose of this procedure is to confirm that Hautlieu School:

verifies the identity of all students that it enters for examinations or assessments (GR 5.6)

has processes in place to be satisfied that all candidate identities have been checked (GR 5.6)

has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

Process to check candidate identity

Internal candidates

The identity of students on roll at Hautlieu School is checked as part of the initial registration process. (GR 5.6) The process is:

Upon application for a place at Hautlieu at either 14+ or 16+, a copy of the student passport or other identification document is seen and signed off. During the initial period at school all students will be photographed and photos uploaded to the MIS and used to issue identification cards

Private candidates

The identity of any student who has not received any tuition at Hautlieu School but who may be accepted to enter examinations as a private candidate will be checked by a verification process which involves photo-ID. (GR 5.6)

At Hautlieu School:

Private clients are not accepted

Procedure detailing how the identity of all candidates sitting examinations is confirmed

Invigilators are able to establish the identity of all candidates sitting examinations in accordance with this procedure and by following the arrangements in place for them to carry out adequate checks. (ICE 16)

The process at Hautlieu School is:

All students to bring their Student ID cards to each exam. They will show this ID card to the invigilator / member of SLG on entry, and then place on their exam desks to allow invigilators to continue to ID the students throughout the exam

Should a student fail to bring their ID Card, they either approach reception for a print from the MIS containing their photo, or as a member of staff to confirm their identity to the lead invigilator

The following arrangements are also in place:

A private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. a passport or photographic driving license (ICE 16.5)

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.6)

Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.8)

Roles and responsibilities

The role of the exams office/officer

Through training, ensure invigilators are aware of the procedure for confirming the identity of all candidates sitting examinations (ICE 16.1)

Prior to the examination, inform a private/external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. (ICE 16.5)

Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.6)

Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.8)

Additional responsibilities:

if invigilators are in any doubt as to the identity of a student or their access arrangements this should be escalated to the Exams Officer as soon as possible, and prior to the end of any exam.

Candidate Late Arrival Policy

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at Hautlieu School.

A candidate will be considered late if they arrive:

after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination

A candidate will be considered very late if they arrive:

more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination

after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that Hautlieu School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

the correct procedures are followed when dealing with a candidate who arrives late to an examination appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

Candidates who arrive late

The following procedures are applied at Hautlieu School in relation to candidates who arrive late to examinations:

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)

A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)

A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination will be permitted by the centre to sit the examination

A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination

A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination

A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination

A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)

A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. (ICE 21.5)

The awarding body will be informed of the situation and will decide whether to accept the script (ICE 21.6)

In all cases the centre will submit declarations for the very late arrival of candidates for examinations, in accordance with the current JCQ document Instructions for conducting examinations (GR 5.9)

Other centre specific procedures:

Roles and responsibilities

The role of the exams office/officer

Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training

Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late

Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)

Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

the time the candidate came under centre staff supervision

the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre

the actual starting and finishing times of the examination

the time the candidate started the examination

the time the candidate finished the examination

any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination (ICE 21.4)

Additional responsibilities:

Should the candidate be on school premises but not under staff supervision, CCTV may be used.

The role of invigilators

Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates

Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late

Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

Additional responsibilities:

The Exams Officer (or member of SLG) will brief candidates prior to entry to exam room and confirm with invigilator accordingly

Candidate Absence Policy

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at Hautlieu School.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Hautlieu School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See Candidate Late Arrival Policy)

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

The candidate is not present on the register once the exam warnings have been read and the exam officially started.

Once a candidate is identified as absent from an examination, the following action will be taken:

The candidate will be contacted as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

A confirmed candidate absence is clearly recorded on the attendance register which is sent to the awarding body/examiner

The candidate absence is noted on the seating plan by crossing through the candidate details

Roles and responsibilities

Overview

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

Member of SLG responsible for absence on the day to arrange to call home to candidates (and / or parents) and notify the exams officer.

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

Claire Jackson / Ros Martin

The role of invigilators

Invigilators will:

Be informed of the process for dealing with absent candidates through training

Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

Additional responsibilities: The role of candidates

Candidates will be:

Re-charged any relevant entry fees for unauthorised absence from examinations at the discretion of the Head of Centre.

Additional responsibilities:

If absence is for a genuine purpose, to share relevant information with the school in order to apply for special considerations where applicable.

Special consideration

At Hautlieu School if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's grade by the awarding body, providing the following conditions are met:

The examination is in the candidate's terminal exam series (SC 4.2)

The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.5)

The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:

Exams Officer, Claire Farrow, under sign-off from Ros Martin

Alternative Rooming Arrangements Policy

Introduction

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

Purpose of the policy

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

Decisions on the awarding of the arrangement

At Hautlieu School, decisions on the awarding of the arrangement are made by: Orla Priestly - SENCo
Decisions are based on:

Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16)

The candidate's normal way of working within the centre (AA 5.16)

Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)

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

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre

1:1 invigilation and the use of an alternative room would apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room (AA 5.16)

Additional information:

A need for Access Arrangements can be raised by the students, subject teachers or parents. All requests will be considered and if thought necessary tested prior to any applications being made.

Criteria for the awarding of the arrangement

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

The candidate has an established difficulty as defined in section 5.16 of the JCQ's Access Arrangements and Reasonable Adjustments document (ICE 14.18)

The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)

Alternative rooming arrangements reflects the candidate's normal and current way of working in

internal tests and mock examinations (AA 5.16)

Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Additional information:

The centre may room candidates at their discretion where it believes it is in the best interest of the candidate or the cohort taking the exams.

Other rooming arrangements

At Hautlieu School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:

Where a Word Processor is required, rooming may be in an ICT or similar room. Where there is a medical need rooming may be in an office, meeting room or classroom. Any rooms used will have boards covered so no classwork is visible.

Overnight Supervision Arrangement Policy

Purpose of the policy

This purpose of this policy is to confirm that Hautlieu School:

follows the correct procedures when considering the arrangements for a candidate entered for multiple examinations timetabled for the same day
reserves the right to exercise discretion when considering allowing a candidate to take an examination the following morning
has appropriate arrangements in place to maintain the security and integrity of the examination(s)

Overnight supervision arrangements

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

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

candidates may, at the centre's discretion, be allowed to take an examination scheduled for the afternoon session the following morning, including Saturdays. (ICE 8.1)

These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.1)

Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted (ICE 8)

The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout (ICE 8)

Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)

The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone, e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations (ICE 8.3)

Roles and responsibilities

The role of the head of centre

Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while the candidate is on the premises sitting examinations (ICE 8.2)

Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.6)

Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.6)

Additional responsibilities:

The role of the exams office/officer

Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and once all other options have been exhausted (ICE 8)

Re-arrange any examination that cannot be taken in the scheduled afternoon session for the following

morning, ensuring if an examination is deferred from Friday afternoon, it is re-arranged for Saturday morning (ICE 8.5)

Ensure the JCQ Overnight Supervision and Overnight Supervision Declaration forms are completed before the overnight supervision is to commence (ICE 8.5)

Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff, determining a method of supervision which ensures the candidate's wellbeing (ICE 8.3)

Download the JCQ Overnight Supervision Declaration form for signing by the candidate, the supervisor and the head of centre (ICE 8.5)

Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions as detailed in the JCQ document Suspected Malpractice: Policies and Procedures (ICE 8.6)

Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.6)

Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.2)

If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the scheduled day of the examination are sealed in an envelope and returned to the centre's secure storage facility until all candidates at the centre have taken the examination (ICE 8.9)

Additional responsibilities:

Special Consideration Policy

Introduction

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

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

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

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms Hautlieu School will submit an application for special consideration where a candidate meets the published criteria. (GR 5.9)

Eligibility for special consideration

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)

Special consideration must be applied for at the time of the assessment (SC 2)

Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ document A guide to the special consideration process (SC 2.3)

Roles and responsibilities

The role of the head of centre

Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication A guide to the special consideration process

Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

Additional responsibilities:

Not Applicable

The role of the exams office/officer

Refer to the criteria detailed in the JCQ document A guide to the special consideration process to determine where a candidate is/is not eligible for special consideration

Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

Additional responsibilities:

Ensure all applications are submitted on a timely basis, copies of all applications to be retained in the Exams Office.

The role of the senior leader

Sign appropriate evidence to support all eligible applications (SC 6)

Additional responsibilities:

Escalate any additional concerns regarding Special Consideration to the Senior Leadership Group, for

communication to parents / Universities etc.
The role of other staff

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

Additional responsibilities:

Ensure active communication with students, and ask students if they would like to be considered for special consideration.

The role of an affected candidate (or parent/carer)

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

Additional responsibilities:

If no medical or other evidence is available, provide further information, including communication from home, to further evidence need for special consideration

Applying for special consideration

At Hautlieu School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ document A guide to the special consideration process.

For candidates who are present for the assessment but disadvantaged Hautlieu School must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include:

A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

the candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 6.9)

special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)

Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)

Serious disturbance during the examination (SC 2.1)

Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm (SC 2.3)

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

Additional examples:

Recent bereavement of family members

Candidates who are absent from a timetabled component/unit for acceptable reasons

If a candidate is absent for acceptable reasons, and Hautlieu School is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC 4)

Other issues

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in A guide to the special consideration process and applied for where eligible. This may include, for example:

Other certification (SC 5)

Coursework/non-examination assessment extensions (SC 5)

Shortfall in work (coursework/non-examination assessment) (SC 5)

Lost or damaged work (non-examination assessment components) (SC 5)

Candidates taking an incorrect or defective question paper (SC 5)

Candidates undertaking the wrong controlled assessment or non-examination assessment assignment (SC 5)

Additional issues:

Administration or natural disasters (ie issues with power / fire / etc)

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in a vocational qualification, Hautlieu School will follow A guide to special consideration (7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

Ensure all eligible applications are supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

Additional responsibilities:

The role of the exams office/officer

Ensure applications are processed as required by the awarding bodies

Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)

Ensure that special consideration is applied for at the time of the assessment

Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition

Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)

Meet the awarding body deadline(s) for submitting applications

Other responsibilities:

Submitting applications for special consideration

At Hautlieu School, where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in A guide to the special consideration process.

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

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

Timetabled written examinations

Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)

A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted

Form 10 Application for special consideration will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification

For cases involving groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed

Form 14 Self certification form (Self certification for candidates who have missed an examination) will only be completed by a candidate/parent/carer where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body

Where a short extension to a work submission deadline for an individual candidate is being requested, the awarding body will be contacted directly

Where an application relates to a shortfall in work for an individual candidate, this will be submitted online or by completing form 10, dependent on the awarding body

Post-assessment adjustments - special consideration (Vocational qualifications)

Where the learner's circumstances are eligible, form 10 or form VQ/SC Application for special consideration - Vocational qualifications will be completed and submitted to the awarding body

Applications post-publication of results

If, after the publication of results for a particular examination series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a senior leader is able to produce compelling evidence to support a late application. If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

Word processors in exams

Policy

Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at Hautlieu School:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AA 4.2.1)

Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos (or equivalent role) must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AA 4.2.3)

The SENCo (or equivalent role) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AA 4.2.1)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AA 4.2.7)

Purpose of the policy

This policy details how Hautlieu School complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The criteria Hautlieu School uses to award and allocate word processors for examinations and assessments The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions

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

the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology

the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

Hautlieu School will:

allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text switched off where it is their normal way of working within the centre (AA 5.8.1)

award the use of a word processor to candidates where appropriate to their needs (AA 5.8.4). For example, a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting (This list is not exhaustive)

only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)

not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)

consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)

process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)

provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Hautlieu School will not:

simply grant the use of a word processor to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home (AA 5.8.4)

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

in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)

where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Other centre specific information relating to the use of a word processor:

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

A candidate using a word processor is accommodated as follows:

Either in an ICT room with a Word Processor, logged on in Exams mode and utilising Exam Write Pad, or in an alternative room with a laptop, plugged into a power source and with Exam Write Pad.

In compliance with the regulations, Hautlieu School:

provides a word processor with the spelling and grammar check facility/predictive text disabled unless an awarding body's specification says otherwise (ICE 14.20)

(where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)

ensures the candidate is reminded to ensure that the centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)

ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)

instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Hautlieu School will ensure the word processor: (ICE 14.25)

is only used in a way that ensures a candidate's script is produced under secure conditions

is not used to perform skills which are being assessed

is in good working order at the time of the exam

is accommodated in such a way that other candidates are not disturbed and cannot read the screen

is used as a typewriter, not as a database, although standard formatting software is acceptable

is cleared of any previously stored data

does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets

does not include graphic packages or computer aided design software unless permission has been given to use these

does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking

does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader

does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

Portable storage medium

Hautlieu School will ensure that any portable storage medium (e.g. a memory stick) used: (ICE 14.25)

is provided by the centre

is cleared of any previously stored data

Printing the script after the exam has ended

Hautlieu School will ensure: (ICE 14.25)

the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium

the candidate is present to verify that the work printed is their own

a word processed script is attached to any answer booklet which contains some of the answers

where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)

if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

Hautlieu School:

may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body (ICE 14.27)

Other centre specific information relating to arrangements at the time of the assessment:

Currently only WJEC require a Word Processor cover sheet to be attached to the script, no other exam board requires the cover sheet.

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

The Exam Officer in liason with the SENCo(or equivilient role) will allocate word processors

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

the cohort will be split into two groups

one group will sit the exam earlier than or later than the awarding body's published start time

the security of the exam will be always maintained and candidates will be supervised in line with ICE 7

Access to Scripts, Reviews of Results and Appeals Policy and Procedures

Introduction

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

Access to Scripts (ATS):

Copies of scripts to support reviews of marking

Copies of scripts to support teaching and learning

Reviews of Results (RoRs):

Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests

Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications, GCSE specifications and Level 1, 2 Vocational and Technical qualifications

Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications and Level 3 Vocational and Technical qualifications.

Service 3 (Review of moderation): This service is not available to an individual candidate

Appeals:

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

Purpose of the procedures

The purpose of these procedures is to confirm how Hautlieu School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13).

Details of these procedures are made widely available and accessible to all candidates by: Regular year group assemblies on exams and processes

Email communication on exams and processes School website with copies of policy

Discussion with Subject teachers on reasons for Access to Script

The arrangements for post-results services

- Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)
- A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)
- The appeals process is available after receiving the outcome of a review of results (PRS 5.1)

At Hautlieu School:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking (GR 5.13, PRS 4.1)

- Candidates are made aware/informed by:
- Regular year group assemblies on exams and processes Email communication on exams and processes
- School website with copies of policy
- Discussion with Subject teachers on reasons for Access to Script

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by:

The **Exams Officer**

Information is available on results day and during the period prior to final day of requesting ATS and RORM

Dealing with requests

All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At Hautlieu School the process to request a service is:

Completion of relevant forms, including signature and return to the Exams Officer

Candidate consent

Candidates must provide their written consent for clerical re-checks, reviews of marking, and any subsequent appeal, and access to scripts services offered by the awarding bodies after the publication of examination results (GR 5.13)

(As applicable, it will be ensured that any private candidates are made aware that all post-results service requests can be made directly through the relevant awarding body)

Hautlieu School will:

Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking, and any subsequent appeal, or an access to scripts service request is submitted to the awarding body

Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded

Only collect candidate consent after the publication of results

Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)

Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS Appendix B)

Additional centre-specific actions:

Prior to a Review of Marking the request must be supported by the Head of Department or member of SLG

Submitting requests

Hautlieu School will:

Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ document Post-results services (GR 5.13)

Submit requests for appeals in accordance with the JCQ document A guide to the awarding bodies'

appeals processes (GR 5.13)

Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Additional centre-specific actions:

The Exams Officer may set an earlier internal deadline to ensure all requests can be met prior to the closure of the Boards deadlines.

Dealing with outcomes

Hautlieu School will:

Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Candidates will be notified by:

Email from the exams officer when there has been a change in mark.

Additional centre-specific actions:

Where there is no change of mark the student may be made aware by a communication from In Touch to the whole year group.

Managing disputes

At Hautlieu School any dispute/disagreement will be managed:

in accordance with the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking , a review of moderation of an appeal.

Certificate Issue Procedure and Retention Policy

Introduction

Certificates are provided by awarding bodies after examination results have been confirmed. Certificates always remain the property of the awarding bodies.

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how Hautlieu School issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

Hautlieu School will:

obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)

distribute certificates to all candidates without delay and regardless of any disputes (GR 5.14)

not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)

keep a record of the certificates that are issued (GR 5.14)

return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14)

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by

Claire Farrow, Exams Officer.

Arrangements for the issue of certificates

Ex-Y11 certificates are usually issued during awards evening in the November following the summer series

Ex-Y11 who do not attend Awards evening are emailed to remind them to collect their certificates from the Exams office during school hours

Ex-Y13, where personal email addresses are held and all ex-Y13 parents are requested to collect certificates from the school office during school hours.

Exams held in Y10 and Y12 resulting in certification (for example, AS) are held to be awarded with the end of year certificates unless specifically requested earlier by the students.

Prior to collection all students have checked their name agrees on their timetable to their given name. In case of any errors in name or change of grade, the certificate is copied, a copy given to the students and original returned to the Exams Officer to arrange correction.

Candidates are informed of the arrangements for the issue of certificates as follows:

- During whole year assemblies
- Email communications from Exams Officers
- Communication from Mentors

Where unable to claim/collect certificates under the normal arrangements

If a candidate is unable to arrange for the collection of their certificates, they may email the exams officer to advise that the certificates are being collected by another person. The person collecting

needs to bring ID evidence on collection and sign for receipt of the certificates.

Record of issued certificates

Records of issued certificates and who and when they were signed for are retained for 4 years in the Exams Office.

Additional information:

If a student requests certificates are to be posted to them, and confirms the postal address and accepts the risk that certificates may be lost in the post certificates will be posted at their request.

Retention of certificates

Hautlieu School will:

retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue (GR 5.14)

destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)

destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)

retain a record of certificates that have been destroyed for four years from their date of destruction (GR 5.14)

(where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14)

The retention of unclaimed or uncollected certificates is managed by Claire Farrow, Exams Officer.

Retention policy

Certificates are retained for 18 months after the end of the series. During this time the students will be contacted to arrange collection of the certificate. Should certificates remain uncollected during this time a log of the certificate will be made and the certificates destroyed in secure destruction.

Exams Archiving Policy

Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy/data retention policy

Where a particular record or information type is not held in, or not applicable to Hautlieu School, this is indicated.

1. Access arrangements information Record(s) description

A copy of the Inclusion register is updated and supplied by the SENCo and held by the Exams officer. All evidence for the access arrangements on the register remain in the possession of the SENCo.

Retention information/period

When a candidate finishes education at Hautlieu School and are no longer undertaking exams, their access arrangements will be held on file until they are 25 and then destroyed.

Where hard copy prints of access arrangements are held (ie in relation to seating plans etc), these will be held until the end of the required period of JCQ (ie after appeals closure date).

Action at the end of retention period (method of disposal)

Electronic deleting of files. No hard copies held.

Hard copies of all AA will be disposed of by shredding.

2. Alternative site arrangements Record(s) description

No alternative sites are utilised.

Retention information/period

Action at the end of retention period (method of disposal)

all hard copy documents will be shredded by G4S using the shredding bins located in school.

3. Attendance register copies Record(s) description

Attendance registers are held in paper form and electronically.

Retention information/period

Records are kept in accordance with the requirements of ICE, sections 12 and 22

Action at the end of retention period (method of disposal)

Confidential waste / shredding

4. Awarding body exams administration information Record(s) description

Any hard copy publications sent by the examining boards

Retention information/period

Records kept until the current academic year is finished.

Action at the end of retention period (method of disposal) Confidential waste / shredding

5. Candidates' scripts

Record(s) description

Any unwanted copies of scripts returned to the centre through ATS service

Retention information/period

To be retained securely until the awarding body's earliest date for disposal of unwanted scripts in accordance with the requirements of GR, section 3.15

Action at the end of retention period (method of disposal)

Confidential disposal

6. Candidates' work Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

Work returned to the centre is immediately returned to the subject HOD as record owner. Work is stored securely along with work that did not form part of the moderation sample. Work is stored on sharepoint in accordance with FR, section 3.15

Action at the end of retention period (method of disposal)

Work is returned to the candidates. Where work is not returned or collected, this is held on site for 4 years and then confidentially destroyed.

7. Centre consortium arrangements for centre assessed work Record(s) description

Not applicable

Retention information/period

Not applicable

Action at the end of retention period (method of disposal)

Not applicable

8. Certificates Record(s) description

Candidate certificates issued by the awarding bodies.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 Action at the end of retention period (method of disposal) Confidential destruction.

9. Certificate destruction information

Record(s) description

A log of all certificates unclaimed after 12 months is made and held, prior to the destruction of the certificates. The log may take the form of a scanned copy of the destroyed certificate. The log is destroyed after 4 years. Retention information/period

Records are retained in accordance with the requirements of GR, section 5.14

Action at the end of retention period (method of disposal)

Confidential destruction

10. Certificate issue information Record(s) description

A record of certificates issued is held

Retention information/period

Records are retained in accordance with the requirements of GR, section 5.14. Certificates are not withhold without prior permission of the board.

Action at the end of retention period (method of disposal)

Confidential destruction.

11. Confidential materials: initial point of delivery logs Record(s) description

Logs recording awarding body confidential exam materials received both at reception and at the exams officer are retained in paper form.

Retention information/period – Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Confidential destruction.

Exam logs, including receipt of materials, seating plans and incident logs are held in the centre until the expiry of the review of results for any exam series.

12. Confidential materials: receipt, secure movement and secure storage logs Record(s) description

Logs recording the secure movement of awarding body confidential exam materials packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

The centre holds all logs until after the deadline for reviews of results or other results enquires (or the resolution of any outstanding reviews / appeals or malpractice investigation) for the relevant exam series.

Action at the end of retention period (method of disposal)

Confidential destruction

13. Conflicts of interest records Record(s) description

Excel spreadsheet detailing the conflicts

Retention information/period

Excel document will be retained until 4 years after the exam series. Action at the end of retention period (method of disposal) Secure destruction

14. Dispatch logs

Record(s) description

FedEx online receipts

Retention information/period

Held online until the end of the exam series and closure of all appeals.

Paper records of FedEx numbers are kept with the seating plans and exam registers until the closure of all appeals.

Action at the end of retention period (method of disposal)

Secure destruction

15. Entry information Record(s) description

Hard copies of timetables and statement of entries. Soft copies held on the management information system (SIMS) and Exams Assist.

Retention information/period

Hard copies are retained until after the closure of the appeals process for each examining board and series. Soft copies on SIMS are retained until the candidate reaches 25 years old. Soft copies on Exams Assist will be deleted after 4 years.

Action at the end of retention period (method of disposal)

Confidential destruction

16. Exam question papers Record(s) description

Question papers for defined formal exams.

Retention information/period

Records retained with the requirement of ICE, section 31 and GR, section 6.13.

Action at the end of retention period (method of disposal)

At the end of either 24 hours from the scheduled start time, or later in case of a clash, and in accordance with the requirements of ICE and GR exam papers are circulated to HOD's/subject teachers for review. Where multiple copies are held, one copy passed to department and rest of destroyed confidentially.

17. Exam room checklists Record(s) description

Incident logs, seating plans, registers and access arrangement.

Retention information/period

All are retained in paper form until all appeals for the relevant exam period have closed. Soft copies are also held on Exams Assist and disposed of after 4 years.

Action at the end of retention period (method of disposal)

Confidential destruction

18. Exam room incident logs

Record(s) description

Incident Logs

Retention information/period

All are retained in paper form until all appeals for the relevant exam period have closed. Soft copies are also held on Exams Assist and disposed of after 4 years.

Action at the end of retention period (method of disposal)

Confidential destruction

19. Exam stationery Record(s) description

Awarding body stationery provided by the awarding bodies.

Retention information/period

Records retained in accordance with the requirements of ICE, Section 30 are returned to the secure storage until needed for future exams.

Action at the end of retention period (method of disposal)

Confidential destruction

20. Examiner reports Record(s) description

Examiner reports, moderator reports etc

Retention information/period

Records held electronically on SharePoint for 4 years and immediately shared with HODs

Action at the end of retention period (method of disposal)

Confidential destruction

21. Finance information Record(s) description

Copy invoices of exam related fees

Retention information/period Records retained by the finance team.

Action at the end of retention period (method of disposal)

Confidential disposal

22. Handling secure electronic materials logs Record(s) description

Retention information/period - Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal) – Secure destruction

23. Invigilation arrangements Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure disposal

24. Invigilator and facilitator training records Record(s) description

Until the closure of review period (usually six months from the end of the exam series)

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

25. Moderator reports

Record(s) description Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure disposal

26. Moderation return logs

Until the closure of review period (usually six months from the end of the exam series)

Record(s) description Retention information/period

Action at the end of retention period (method of disposal)

Secure destruction

27. Overnight supervision information Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Confidential destruction

28. Post-results services: confirmation of candidate consent information Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Confidential destruction

29. Post-results services: request/outcome information Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction – ammonised scripts may be retained indefinitely for teaching purposes

30. Post-results services: tracking logs Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Confidential destruction

31. Private candidate information Record(s) description

Retention information/period

Until candidate reaches 25 years of age

Action at the end of retention period (method of disposal)

Secure destruction

32. Proof of postage - candidates' work Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

33. Resilience arrangements: Evidence of candidate performance Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

34. Resolving timetable clashes

Record(s) description Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

35. Results information

Record(s) description Retention information/period

Until candidate reaches 25 years of age

Action at the end of retention period (method of disposal)

Secure destruction

36. Seating plans Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

37. Second pair of eyes check forms Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

38. Special consideration information Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

39. Suspected malpractice reports/outcomes Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

40. Transferred candidate arrangements Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

41. Very late arrival reports/outcomes Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction

42. Any other records/documentation/materials Record(s) description

Retention information/period

Until the closure of review period (usually six months from the end of the exam series)

Action at the end of retention period (method of disposal)

Secure destruction