



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

EXAMINATIONS HANDBOOK

CATEGORY C

This handbook which includes all the policies relevant to examinations is updated and approved by the Senior Leadership Team (SLT) annually.

This version was approved in March 2025.
The next update will be due by May 2026.

SIGNED:

Richard Williams (Chair of Governors)

CONTENTS

INTRODUCTION.....	8
A) KEY STAFF RESPONSIBILITIES.....	8
B) EXAMINATIONS POLICY	8
1. Introduction	8
2. Examination Responsibilities.....	9
3. Qualifications offered (and the statutory tests)	19
4. Exam seasons and timetables.....	19
5. Entries, entry details, late entries and retakes	25
6. Exam fees.....	28
7. Equality and disability discrimination legislation and Access Arrangements	28
8. Managing invigilators and exam days.....	29
9. Candidates, clash candidates and special consideration.....	31
10. Security of exam materials	32
11. Timetabling and Rooming	32
12. Irregularities	33
13. Malpractice Policy (Exams)	33
14. Coursework and appeals against internal assessment.....	33
15. Results, enquiries about results (EARs) and access to scripts (ATS)	34
16. Certificates.....	35
17. JCQ Centre Inspection.....	35
C) EXAM CONTINGENCY PLAN.....	35
1. Purpose of the plan	35
2. Causes of potential disruption to the exam process	36
3. Further guidance to inform and implement contingency plans	45
D) NON-EXAMINATION ASSESSMENT POLICY	47
1. What does this policy affect?	47
2. Purpose of the Policy	48
3. What are non-examination assessments and coursework?	48
4. Procedures for planning & managing non-examination assessments identifying staff roles & responsibilities	48
5. Qualification / Subject specific additional information	61
6. Management of issues and potential risks associated with non-examination assessments ..	62
E) ACCESS ARRANGEMENTS POLICY (EXAMS).....	68
1. What are access arrangements and reasonable adjustments?	68
2. Purpose of the Policy	69
3. General Principles	69
4. Equalities Policy (Exams).....	70

5.	Processing access arrangements and adjustments.....	71
F)	CANDIDATE IDENTIFICATION PROCEDURE (EXAMS)	73
1.	Purpose of the procedure.....	73
2.	Procedures to verify candidate identity at the time of the examination/assessment.....	74
3.	Roles and Responsibilities	74
G)	CHILD PROTECTION AND SAFEGUARDING POLICY (EXAMS).....	75
1.	Purpose of the policy.....	75
2.	Policy aims.....	75
3.	Roles and Responsibilities	76
4.	Staff	76
5.	Supporting staff.....	76
6.	Areas covered.....	76
7.	Reporting	77
H)	COMPLAINTS AND APPEALS PROCEDURE (EXAMS)	78
1.	Introduction	78
2.	Purpose of the procedure.....	78
3.	Grounds for complaint.....	78
4.	Complaints and Appeals Procedure	80
I)	DATA PROTECTION POLICY (EXAMS).....	80
1.	Purpose of the policy.....	80
2.	Exams-related information	81
3.	Informing candidates of the information held	82
4.	Data security and storage of records.....	82
5.	Dealing with data breaches	83
6.	Candidate information, audit and protection measures.....	84
7.	Data retention periods	84
8.	Access to information	84
9.	Sharing Information.....	85
10.	Policy review	85
J)	EMERGENCY EVACUATION PROCEDURE (EXAMS)	85
1.	Purpose of the procedure.....	86
2.	When is an emergency evacuation required?.....	86
3.	Emergency evacuation of an exam room	86
4.	Emergency evacuation procedure – 2024/25	88
K)	EQUALITIES POLICY (EXAMS)	89
1.	Purpose of the policy.....	89
2.	The Equality Act 2010 definition of disability.....	89
3.	Identifying the need for access arrangements	89

4.	Use of word processors.....	90
5.	Requesting access arrangements	90
6.	Implementing access arrangements and the conduct of exams	92
7.	Facilitating access - examples.....	95
L)	ESCALATION PROCESS (EXAMS)	97
1.	Purpose of the process	97
2.	Before examinations (Planning)	98
3.	Before examinations (Entries and Pre-exams)	99
4.	During examinations (Exam time)	99
5.	After examinations (Results and Post-Results).....	100
M)	INTERNAL APPEALS PROCEDURE (EXAMS)	100
1.	Purpose of the procedure.....	100
2.	Appeals relating to internal assessment decisions (centre assessed marks).....	101
3.	Appeals relating to centre decisions not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal.....	102
4.	Appeals regarding centre decisions relating to access arrangements and special consideration.....	105
5.	Centre decisions relating to access arrangements, reasonable adjustments and special consideration.....	106
6.	Appeals regarding centre decisions relating to other administrative issues	106
7.	Further guidance to inform and implement appeals procedures	106
N)	POST RESULTS SERVICES PROCEDURE.....	107
1.	Introduction	107
2.	Purpose of the procedures	107
3.	The arrangements for post-results services.....	108
4.	Dealing with requests	108
5.	Candidate consent	108
6.	Submitting requests	109
7.	Dealing with outcomes	109
8.	Managing disputes	109
O)	WORD PROCESSING POLICY	109
1.	Introduction	109
2.	Purpose of the policy.....	110
3.	The criteria Aylesbury Grammar School uses to award and allocate word processors for examinations and assessments	110
4.	Arrangements at the time of the assessment for the use of a word processor	111
P)	LOCKDOWN POLICY	113
1.	Purpose of the policy.....	113
2.	Roles and responsibilities.....	113

3.	Lockdown procedure	114
4.	During an examination	115
5.	After an examination	116
6.	Ending a lockdown	116
Q)	ALTERNATIVE ROOMING ARRANGEMENTS POLICY	117
1.	Purpose of the policy	117
2.	Criteria	117
3.	Other room arrangements	118
R)	OVERNIGHT SUPERVISION ARRANGEMENT POLICY	118
S)	CANDIDATE ABSENCE POLICY	118
1.	Purpose of the policy	118
2.	Identifying and dealing with candidate absence.....	119
3.	Roles and Responsibilities	119
4.	Special consideration	119
T)	CANDIDATE LATE ARRIVAL POLICY.....	119
1.	Purpose of the policy	119
2.	Candidates who arrive late	120
3.	Roles and Responsibilities	121
U)	FOOD AND DRINK POLICY (EXAMS).....	121
1.	Purpose of the policy	121
2.	Food and drink in the examination room	122
3.	Roles and Responsibilities	122
V)	CONFLICTS OF INTEREST POLICY (EXAMS)	122
1.	Introduction	122
2.	Purpose of the policy.....	123
3.	Roles and responsibilities.....	123
W)	EXAMS ARCHIVING POLICY	124
1.	Purpose of the policy	124
2.	Access arrangements information	124
3.	Attendance register copies	125
4.	Awarding body exams administration information.....	125
5.	Candidates' scripts	125
6.	Candidates' work.....	126
7.	Certificates	126
8.	Certificate issue information	126
9.	Confidential materials: initial point of delivery logs.....	127
10.	Confidential materials: receipt, secure movement and secure storage logs.....	127
11.	Conflicts of interest records	127

12. Dispatch logs	128
13. Entry information	128
14. Exam question papers.....	128
15. Exam room checklists	128
16. Exam room incident logs	129
17. Exam stationery	129
18. Finance information.....	129
19. Invigilation arrangements	130
20. Invigilator and facilitator training records	130
21. Moderator reports.....	130
22. Moderation return logs	130
23. Overnight supervision information	131
24. Post-results services: confirmation of candidate consent information	131
25. Post-results services: request/outcome information	131
26. Post-results services: tracking logs	132
27. Ex-student candidate information	132
28. Proof of postage - candidates' work	132
29. Resilience arrangements: Evidence of candidate performance	133
30. Resolving timetable clashes	133
31. Results information	133
32. Seating plans	133
33. Special consideration information.....	134
34. Suspected malpractice reports/outcomes.....	134
35. Transferred candidate arrangements	134
36. Very late arrival reports/outcomes	134
37. Any other records/documentation/materials	135
X) MALPRACTICE POLICY (EXAMINATIONS)	135
1. Introduction - What is malpractice and maladministration?	135
2. General principles	136
3. Preventing malpractice.....	136
4. Informing and advising candidates	137
5. Identification and reporting of malpractice	138
6. Communicating malpractice decisions	139
7. Appeals against decisions made in cases of malpractice	139
Malpractice during assessments	139
Artificial Intelligence and its use in assessments	140
Y) SPECIAL CONSIDERATION POLICY	141
1. What defines special consideration?	141

2. Purpose of the policy	142
3. Eligibility for special consideration	142
4. Applying for special consideration	142
5. Processing applications for special consideration.....	144
6. Submitting applications for special consideration	145
7. Applications post-publication of results.....	145
Z) HEAD OF CENTRE DECLARATION	146
1. The Head of Centre declaration form	146

INTRODUCTION

This handbook brings together all the policies and procedures related to examinations as run at Aylesbury Grammar School.

A) KEY STAFF RESPONSIBILITIES

The key staff at the school with responsibility for examinations are:

Headmaster	Mr M Sturgeon
Designated Safeguarding Lead	Mrs L Wilson
Senior Leader with responsibility for exams	Dr K Smith, Mr I Digby
Named Examinations Manager	Mrs V Powton
Data & Examinations Assistant	Mrs S Smith / Mrs R Winspear

B) EXAMINATIONS POLICY

1. Introduction

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

This policy will ensure that:

- All aspects of the centre's process is documented, supporting the centre's contingency plan, and other relevant exams-related policies and procedures are signposted to
- The workforce is well informed and supported
- All centre staff involved in the process clearly understand their roles and responsibilities
- All exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the examination/assessment system at all times
- Exam candidates understand the process and what is expected of them

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff
- All exams and assessments are conducted according to JCQ and awarding body regulations, guidance

and instructions, thus maintaining the integrity and security of the exam/assessment system at all times

- Exam candidates understand the exams process and what is expected of them
- It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy
- This exam policy will be reviewed every year by the relevant Governing Body Committee following consultation with relevant personnel in school to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.
- This policy will be communicated to all relevant staff and is available on the school website

2. Examination Responsibilities

The Head of Centre (Headmaster);

The **Head of Centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/ assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting published JCQ regulations and awarding body requirements.

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

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

Heads of Centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of the current General Regulations for Approved Centres (GR) booklet. In particular, Heads of Centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of Centre must ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

Heads of Centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

It is the responsibility of the Head of Centre to ensure that all staff comply with the instructions in the Instructions for conducting examinations document. Failure to do so may constitute malpractice as defined in the JCQ document Suspected Malpractice: Policies and Procedures, 1 September 2024 to 31 August 2025. (GR 5.1)

The Head of Centre must ensure:

- Compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- Appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. entries, internally assessed marks

- All reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

Head of Centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ documents including:
 - [General Regulations for Approved Centres](#) (GR)
 - [Instructions for Conducting Examinations](#) (ICE)
 - [Access Arrangements and Reasonable Adjustments](#) (AA)
 - [Suspected Malpractice in Examinations and Assessments](#) (SMEA)
 - [Instructions for conducting non-examination assessments \(NEA\) \(and the instructions for conducting coursework\)](#)
 - [A guide to the special consideration process](#) (SC)
- Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration which is then kept on file for inspection purposes. The Head of centre declaration is form is included in this policy as appendix Z and a signed hard copy is held in the exams office
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
 - Maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
 - Has in place a written agreement with the third party (unless exclusions apply) to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - Ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

Resilience and contingency arrangements

(GR 3.16-19)

The centre must ensure they are familiar with the regulators' guidance on ensuring resilience in the qualifications system. Centres should consider putting in place a process for gathering evidence of candidate performance in line with the published guidance.

The centre must have an up to date written contingency plan.

The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- The Head of Centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo/ALNCo, examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- The potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- Potential issues with the centre's IT systems.

As part of their contingency plan centres must identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different Year Groups.

The centre must have 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. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Centres must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

Cyber security

(GR 3.20-21)

The Head of Centre must ensure there are procedures in place to maintain the security of user accounts by:

- Providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- Providing training for staff on awareness of all types of social engineering/ phishing attempts
- Enabling additional security settings wherever possible
- Updating any passwords that may have been exposed
- Setting up secure account recovery options

- Reviewing and managing connected applications
- Monitoring accounts and regularly reviewing account access, including removing access when no longer required
- Ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
- Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
- Reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

Recruitment, selection and training of staff

(GR 5.3)

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leaders, the examinations officer and the SENDCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ and awarding body regulations
- Ensures that the SENCo understands the JCQ document Access Arrangements and Reasonable Adjustments and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system
- Ensures that the examinations officer understands relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation. (This will ensure the examinations officer and the SENCo are supported as well as ensuring effective centre decision making in line with the published regulations)
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

External and Internal Governance Arrangements

- 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
- Has in place a member of the senior leadership team who has a good working knowledge of the

examination system, will provide effective line management support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series

- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the examinations officer (EO)
- Can 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
- Makes sure that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and/or preparing the candidates for the examination, is not an invigilator during the timetabled written examination or on-screen test.

Malpractice

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during, and after examinations have taken place
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *Suspected Malpractice – Policies and Procedures*
- Ensures irregularities are investigated and informs the awarding bodies immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff
- As required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require

Policies and Procedures

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence). The exams contingency plan is included below
- Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers. The school's Internal Appeals Policy is available on the school website. The Internal Appeals Policy (Exams) can be found in the Data and Exams department
- Ensures the centre's disability policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements. The school's disability policy is available on the school's website. The Equalities Policy (Exams) and the Access Arrangements Procedure can be found in the Data and Exams department
- Ensures a complaints procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers. The school's complaints procedure is available on the school website. The Internal Appeals Procedure (Exams) can be found in the Data and Exams department

- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements. The school's safeguarding policy is available on the school website. The Child Protection and Safeguarding Policy (Exams) can be found in the Data and Exams department
- Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations. The school's data protection policy is available on the school website. The Data Protection Policy (Exams) can be found in the Data and Exams department
- Ensure the centre has a whistleblowing policy in place. The Whistleblowing Policy can be found on the school website
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments. The school's access arrangements are included as part of the SEND policy which is available on the school website. In addition the Access Arrangements Procedure can be found in the Data and Exams department
- Ensures the relevant awarding bodies are informed of any Conflict of Interest where:
 - A member of centre staff is taking a qualification at the centre which includes internally assessed components/units (noting that being entered the centre must be as a last resort where unable to find an alternative centre)
 - A candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a personal connection to the candidate
- Maintains records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where;
 - A member of exams office staff has a personal connection to a candidate being entered for exams and assessments at the centre or at another centre
 - A member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
 - A member of centre staff is taking a qualification at another centre
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel

National Centre Number Register and other information requirements

- Provides contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed which must be the registered address of the centre

- Ensures the National Centre Number Register annual update is responded to by the end of October
- Takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
 - The centre status being suspended
 - The centre not being able to submit examination entries
 - The centre not receiving or being able to access question papers and ultimately, awarding bodies could withdraw their approval of the centre

Centre Inspections

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit,
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify themselves with a formal identity document and **must** be accompanied throughout their tour of the premises, including inspection of the centre's secure storage facility.

2.1 Heads of Department are responsible for;

- Ensuring teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENDCo
- Ensuring teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensuring teaching staff attend relevant awarding body training and update events
- Providing students with guidance about exam entries or amendments to entries
- Accurate completion of coursework mark sheets and declaration sheets
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the EO
- Providing a review of exam results for Senior Leadership Team for all external exams
- Making decisions on tier of entry and all withdrawals from examinations, with the relevant Head of Section

2.2 Teachers are responsible for;

- Undertaking key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENDCo
- Keeping updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attending relevant awarding body training and update events

- Notification of students requiring Access Arrangements (as soon as possible after the start of the course), via the Head of Department.
- Accommodating appropriate Access Arrangements wherever possible in formal and informal exams
- Providing the SENDCo with evidence of Access Arrangements as the normal way of working
- Submission of candidate names and estimated grades to Heads of Department

2.3 The Examinations Officer (EO);

- Understands the contents of annually updated JCQ documents including:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Suspected Malpractice in Examinations and Assessments
 - Post-results services (PRS)
 - A guide to the special consideration process
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October each year
 - Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register (and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
 - Informs the National Centre Number Register Team immediately (e-mail address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place
 - (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility
 - Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
 - Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- The EO, will manage the administration of public and internal (CEM tests and mocks) exams and:
 - Advises the Senior Leadership Team, subject teachers, tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
 - Oversees the production of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
 - Ensures that candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them, via a statement of entries and personalised timetables
 - Consults with teaching staff to ensure that necessary coursework / controlled assessments are completed on time and in accordance with JCQ guidelines
 - Provides and confirms detailed data on estimated candidate numbers, receives, checks and stores securely all exam papers and completed scripts

- Administers Access Arrangements and makes applications for special consideration using the JCQ guidelines, with the help of pastoral staff and the SENDCo
- Works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the senior exams invigilator and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Checks NEA grades are entered on to the AB websites in line with published deadlines and any associated assessments are sent to the appropriate examiner/moderator as required
- Arranges storage and dissemination of exam results and certificates to candidates and forwards, in consultation with Heads of Department, any appeals/reviews of marking requests
- Maintains systems and processes to support the timely entry of candidates for their exams
- Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining internal records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials on the requirements for maintaining the integrity and security of confidential examination/assessment materials
- Approves relevant access rights to centre staff to access awarding body secure extranet sites.

2.4 The Lead Invigilators

- Attend/undertake training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them
- Collection of exam papers and other material from the exams office/store before the start of the exam
- Taking a register, notifying the EO of any absences, and the completion of examination group registers
- Escorting students to and from the examination room where appropriate
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Conduct of all the examinations according to JCQ regulations

2.5 The SENDCo

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - Access Arrangements and Reasonable Adjustments

- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Administration of Access Arrangements
- Identification and testing of candidates' requirements for Access Arrangements
- Provision of additional support to help candidates achieve their course aims
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s), supporting evidence of need and a signed candidate data personal consent form (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes

2.5 Candidates (Parents / Carers) are responsible for

- Following the agreed school procedures for entering and leaving the examination room
- Complying with JCQ regulations
- Confirmation and signing of entries
- Understanding NEA regulations and signing a declaration that authenticates the coursework as their own

2.6 Senior Leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ documents including:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Access Arrangements and Reasonable Adjustments
 - Suspected Malpractice in Examinations and Assessments
 - Instructions for conducting coursework
 - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
 - A guide to the special consideration process
 - Post-Results Services

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

2.7 Office and Site Staff

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials
- Site staff to assist with setting up desks and chairs as required

3. Qualifications offered (and the statutory tests)

The qualifications offered at this centre are decided by the Headmaster, Senior Leadership Team and Heads of Department.

- The qualifications offered are GCE AS and A Levels, and GCSEs (or equivalent). Students will also sit CEM cognitive ability tests at the start of Years 7, 10 and 12

The Awarding Bodies used are:

- AQA: www.aqa.org.uk
- Pearson: <https://qualifications.pearson.com/en/home.html>
- OCR: www.ocr.org.uk
- WJEC: www.wjec.co.uk
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. Full details of the GCSE and A levels offered as well as any other qualifications can be found in the GCSE options booklet or the Sixth Form Prospectus
- Decisions on whether a candidate should be entered for a particular subject will be taken through consultation between the candidates, parents / carers, subject teachers, Head of Department and relevant Heads of Year / Section

4. Exam seasons and timetables

4.1 Exam seasons:

- External exams are scheduled in November, May and June
- Internal exams/assessments (including mock GCSE and A levels) may be held under external exam conditions
- The Head of Centre and the Senior Leadership Team, in consultation with Heads of Department, decide on the examination series that will be used

4.2 The Exam Cycle

The exams management and administration process that needs to be undertaken for each exam series is referred to as the **exam cycle** and relevant tasks which need to be undertaken before, during and after an exam series grouped into the following stages:

- Planning
- Entries
- pre-exams
- exam time
- results and post-results
- This policy identifies roles and responsibilities of centre staff within this cycle

4.3 Planning: roles and responsibilities

Secure materials

Head of Centre

- Ensures the centre has a secure storage facility in a room solely assigned to examinations (ICE 3.1)

The Secure Room and the Secure Storage Facility

The Secure Room

The secure room must only be used for the purpose of administering secure examination materials.

Access to the secure room must be restricted to two to six key holders, one of whom must be the exams officer. The two to six key holders must be permanent members of staff or members of staff who have a formal contract of employment and are subject to standard HR policies and procedures.

The secure storage facility
Access to the secure storage facility must be restricted to two to six key holders, one of whom must be the exams officer.

The two to six key holders must either be part of the exams team or the senior leadership team. A key holder from the exams team must be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures.

When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room must be closed.

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ documents including GR, ICE, AARA, SMPP, ICC, NEA and SC (and the *Instructions for conducting coursework*)

Exams officer

- Circulates the exam timetables for both external and selected internal exams/assessments, once these are confirmed
- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates

- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams Officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams/assessments to enable preparation for and conduct of all such exams/assessments

Senior leaders

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

4.4 Access arrangements and Word Processing

The full Access Arrangements Procedure and Word Processing Policy can be found in Appendix O

Head of Centre

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENDCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed Personal data consent, from candidates where required and ensures Data protection confirmation(s) by the examinations officer or SENCo are completed

- Applies for **approval using Access arrangements online (AAO) via the Centre Admin Portal (CAP), where** required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s), and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements within the centre is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms
- Decisions on the awarding of the arrangement are made by the SENDCo and 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)
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for alternative rooming arrangements within the centre.(AA 5.16)
- 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 publication (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 (AA5.16)
- 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 is subject to alternative rooming arrangements within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)
- Other rooming arrangements: At Aylesbury Grammar 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:
- Utilising the House Meeting Rooms for alternative rooming arrangements

- Utilising the SEN room if alternative rooming arrangements also requires a scribe

Senior leaders, Teaching staff

- Support SENDCo in determining and implementing appropriate access arrangements/reasonable adjustments
- Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

4.5 Internal assessment, Non-examination assessments and endorsements

Head of Centre

Controlled assessments, coursework and non-examination assessments

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single group for the moderation of centre assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)
- Ensures only current assessment materials/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Before submitting marks to the awarding body ensures candidates are informed of their centre assessed marks and allows a candidate to request a review of the centre's marking
- Ensures that all associated administrative tasks are completed in an accurate and timely manner, e.g. marks are correctly calculated, recorded and submitted by the published date (It is the responsibility of the centre to carefully check the marks it is submitting to an awarding body)
- Ensures submission of centre-assessed marks and moderation samples, if required by the awarding body, by the published date (It is the responsibility of the centre to ensure that moderators receive the correct samples of work to review)
- Ensures a written internal appeals procedure relating to internal assessment decisions is in place and ensures that details of this procedure are communicated, made widely available and accessible to all candidates
- Ensures a written policy regarding the management of non-examination assessments, including controlled assessments and coursework is in place
- Ensures that candidates' work is backed-up and considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up (Implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks)
- Ensures arrangements are in place to co-ordinate and standardise all marking of centre assessed components and ensures that candidates' centre assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-

specific forms by the required date

- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for GCE and GCSE qualifications which include components of non-examination assessment (For CCEA GCSE centres this would be a controlled assessment policy)
- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- Ensure teaching staff delivering reformed GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ Information for candidates' documents that are annually updated

4.6 Invigilation

Head of Centre

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

Exams officer

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

5. Entries, entry details, late entries and retakes

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.4 Entries](#))

5.1 Estimated Entries

Exams Officer

- Requests, estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Information from the previous year is sent to HoDs and they confirm or correct the information (candidate numbers and specification details)

Heads of Department

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

5.2 Final Entries

- A candidate or parent/carer can request a subject entry, change of level or withdrawal. Any final decision will be made by the relevant Head of Section with the support of the Head of Department
- The centre does not act as an exam centre for other organisations, though external candidates who are Old Aylesburians will be considered following application to the centre, with the appropriate fee, in advance
- The centre pays for all examination entry fees – unless a candidate fails to attend the centre on the day of the examination, in which case the centre would seek to re-charge the cost of the exam entry fee to the candidate

Exams Officer

- Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Produces statement of entry for HoDs to approve before the awarding body external deadlines for submission
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with HoDs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Heads of Department

- Liaises with relevant Head of Section to select candidates for their exam entries
- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Check final entry submission information provided by the EO and confirms information is correct

5.3 Late entries

- Entry deadlines are circulated to Heads of Department by the EO to minimise the risk of late entries

- Late entries and withdrawals are authorised by the relevant Head of Section in consultation with the Head of Department
- Heads of Departments follow the procedures and meet the deadlines set by the EO to minimise the risk of late entries

Exams officer:

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to department budgets

Senior Leaders:

- Minimise the risk of late entries by
 - Following procedures identified by the EO in relation to making final entries on time
 - Meeting internal deadlines by the EO for making final entries

5.4 Re-sits

- Re-sit decisions will be made by the candidate in consultation with Heads of Department, subject teachers and the relevant Head of Year or Head of Section
- The school will pay the fees for an initial entry. In the majority of cases, re-sit fees are paid for by the candidate (see section 5, Exam Fees for further detail)
- Candidates will be able to access re-sit requests forms from the Exams Office or from the school's website, to allow them to pay for a re-sit in a particular subject. Any candidate returning a re-sit form after the deadline shown, will be required to pay late entry fees.
- It is not the responsibility of the school to chase any candidate to determine if a re-sit is required – this decision must be made by the candidate by the deadline date set by the EO.

5.5 Private candidates

- Aylesbury Grammar School does not accept private candidates except for the following situations
 - Ex-students who wish to sit an additional qualification
 - Current students who wish to sit an exam in a subject that is not taught as part of the curriculum
- All requests must be approved by the Head of Centre
- Requests for language GCSEs should be made, in the first instance, to the Head of MFL
- Candidates for language exams should, ideally, be able to provide someone to conduct the speaking element of the exam
- If this is not possible we will do our best to find a speaker but this may not always be possible
- Private candidates who are not studying the subject with a tutor must be able to sit the mock exam so that the centre has evidence to award a grade should exams be cancelled
- Private candidates must pay the fee before the entries are made, and if they late fees are charged to the centre then this cost will be passed to the candidate

6. Exam fees

- Exam entry fees are paid by the centre for the first sitting of all qualifications taught at the centre
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies
- Reimbursement may be sought from candidates who fail to sit an exam, fail to attend the centre on the day of the exam or meet the necessary controlled assessment or coursework requirements
- The charges and remissions policy is available on the school website
- Aylesbury Grammar School is committed to ensuring equal opportunity and access for all its students. Any disadvantaged student in the Sixth Form may apply to the Sixth Form Bursary Fund to assist in the cost of exam fees. Late fees incurred as a result of a candidate failing to meet the deadline dates set by the awarding bodies must be paid in full by the candidate

7. Equality and disability discrimination legislation and Access Arrangements

Legislation reinforces the duty to make reasonable adjustment to general qualifications. All exam centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.

Special educational needs and Access Arrangements:

- A candidate's special needs requirements and related Access Arrangements are determined by the SENDCo, in consultation with relevant experts where appropriate.
- The SENDCo will inform teachers of the Access Arrangements for the students they teach. The SENDCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.
- Making special arrangements for candidates to take exams is the responsibility of the EO.
- The EO, in conjunction with the SENDCo gathers signed Personal data consent, Privacy Notice (AAO) and Data Protection confirmation forms (candidate personal data consent form) from candidates where required
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCo
- The SENDCo keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if any documentation is kept electronically, in the event of IT failure at the time of an inspection is able to access this documentation in an alternative format)
- Rooming for access arrangement candidates will be arranged by the EO
- Invigilation and support for access arrangement candidates will be organised by the EO, in consultation with the SENDCo
- The SENDCo works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- See also the Disability Plan for Exams and the Laptop Arrangements for Exams Plan, which can be

found as appendices to the SEND policy

8. Managing invigilators and exam days

8.1 Managing invigilators:

- External invigilators will supervise all examinations
- The recruitment of invigilators is the responsibility of the Exams Office
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the the Headmaster's PA
- DBS fees for securing such clearance are paid by the centre
- Invigilators are timetabled and briefed by the Exams Office
- Invigilators' rates of pay are set by the the centre

8.2 Exam days

- Site management is responsible for setting up the allocated rooms
- Exams office staff or the lead invigilator will start all exams in accordance with JCQ guidelines
- Only staff authorised by the EO, in conjunction with the head of centre, are allowed in the exam room. Staff must therefore identify themselves and their purpose for being there to the EO or lead invigilator
- In practical exams subject teachers may be on hand in case of any technical difficulties
- Papers will be distributed to Heads of Department within 24 hours of the exam session
- A relevant subject teacher may be available to read out any subject specific instructions and start the exam if required and only by agreement of the EO

Exams Officer:

- The EO will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator
- Ensures the rooms are set up and conducted as required by the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Briefs invigilators on exams to be conducted on a session by session basis. A full rota of invigilators will be in the folders for each exam venue and this will show the papers for each session
- Ensures sole invigilators have an appropriate means of summoning assistance. If this is a mobile

phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and must be kept on silent mode (with no vibration)

- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior Leaders:

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated (the full emergency evacuation policy can be found below)
- Ensure a procedure is in place in case of an emergency evacuation (lockdown)

Site staff:

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

Invigilators:

- Conduct exams in every exam room according to JCQ Instructions for conducting examinations and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates:

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

8.3 Managing Behaviour

Senior leaders

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

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities

- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

9. Candidates, clash candidates and special consideration

9.1 Candidates:

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage
- Disruptive candidates are dealt with in accordance with JCQ guidelines. Student behaviour in exams is subject to the school's Behaviour Policy
- Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room, in which case a member of staff must accompany them at all times. A candidate leaving unsupervised will not be allowed re-entry
- Candidates from the centre will remain in the exam room throughout the whole length of the exam
- The EO will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines

9.2 Clash candidates:

- The EO will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight supervision
- Candidates will be informed of clash arrangements and will remain supervised at all times
- A red 'clash' card will be placed on the desk of the relevant candidates. This informs the invigilators that they must not release the candidate with everyone else at the end of the exam
- Where overnight supervision is required, the relevant JCQ form must be completed by the school and candidate / parent before the overnight supervision is to commence. This is used only as a last resort where all other solutions have been explored

9.3 Special consideration:

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's (or parent's / carer's) responsibility to alert the centre, the EO or the Exam Invigilator, to that effect
- Any special consideration claim must be supported by appropriate evidence within three days of the exam, for example a letter from the candidate's doctor
- The EO will then forward a completed special consideration form to the relevant awarding body within

seven days of the last exam of the relevant subject

10. Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question materials)

Reception staff and Site Staff

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

Teaching staff

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

11. Timetabling and Rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Prior to exams issues relevant JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices

- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the ALS lead/SENCo regarding rooming of access arrangement candidates

SENDCo

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

Site staff

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

12. Irregularities

Head of Centre:

Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

13. Malpractice Policy (Exams)

- Aylesbury Grammar School takes malpractice seriously and, as such, follows the regulations from JCQ as laid out in ICE 24
- All candidates are made aware of what constitutes malpractice before the exams start via an assembly. They are also directed to the JCQ info for candidates stored on the school website
- Year 10 and Year 12 end of year exams, along with Year 11 and Year 13 mock exams are conducted according to JCQ regulations in order to embed early on what is allowed and what is not
- See Appendix X for more detail

14. Coursework and appeals against internal assessment

14.1 Coursework and Endorsements

- Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.
- Heads of Department will ensure all coursework material is ready for dispatch at the correct time and the EO will keep a record of what has been sent when and to whom.

- Marks for all internally assessed work/endorsements are provided to the exams office by the Head of Department once they have been entered on to the AB system.

14.2 Internal assessments

The process for managing appeals against internal and external assessments is detailed in the schools' Internal Appeals Policy (included in the Exams Handbook).

The main points are:

- appeals will only be heard if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing to the Head of Section who will decide whether the process used conformed to the necessary requirements
- a request for an appeal will be acknowledged within three working days
- the review findings will be notified in writing, copied to the EO and recorded for awarding body inspection.

15. Results, enquiries about results (EARs) and access to scripts (ATS)

15.1 Results:

- Candidates in Year 13 receive their results via the Student Portal to allow early access to Clearing if necessary.
- Candidates in other years will also receive their results via the Student Portal
- Candidates in all years may collect individual results slips on results days in person at the centre
- Results can be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Candidates should provide a letter to this effect
- Arrangements for the school to be open on results days are made by the Head of Centre
- The provision of staff on results days is the responsibility of the Head of Centre

15.2 Enquiries about Results (EARs):

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested
- Candidates or parents can request that an EAR be carried out and they will be charged for this service before a request is made to the awarding body. The EO will make available to every candidate on results day an up to date table showing the fees and deadline dates for the EAR service as set by the awarding bodies
- If a result is queried by the Head of Department then the fee will be paid for the requesting department
- If the centre marks for internal assessment have been accepted by the awarding body without change then it is not possible to request a review of this component

15.3 Access to scripts (ATS)

- After the release of results, candidates may request the return of exam papers and they will be charged

for this service

- Heads of Department are responsible for requesting scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained

16. Certificates

- Certificates for students who have left are sent out via recorded delivery
- Certificates for students who are still at the school are given out by form tutors. All students must sign to confirm that they have received them
- Record sheets showing recorded delivery information and student signing sheets are retained by the EO
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Candidates should provide a letter or email to this effect
- Certificates are not withheld from candidates who owe fees
- The centre retains certificates for one year. After this time, centres are allowed by the awarding bodies to destroy any uncollected certificates
- A record of all destroyed certificates should be retained for a further period of four years from the date of destruction
- If a certificate has been destroyed, then a certifying statement of results may be issued by the awarding body if a candidate agrees to pay the costs incurred

17. JCQ Centre Inspection

- The **exams officer** or **Senior leader** will accompany the Inspector throughout a visit
- **The SENDCo** or relevant **Senior leader** (in the absence of the SENDCo) will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- The SENDCo or relevant senior leader (in the absence of the SENDCo) will ensure that information is readily available for inspection at the venue where the candidate is taking the exam(s)

C) EXAM CONTINGENCY PLAN

1. Purpose of the plan

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

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2023)*.

This plan confirms Aylesbury Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place:

- 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examinations cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.
- The **head of centre** will also ensure that Aylesbury Grammar School has a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

2. Causes of potential disruption to the exam process

Exam officer extended absence at a critical stage of the examination 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 and trained
- **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**
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- **Exam time**
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required to awarding bodies
 - EO unable to work on exam day
 - exam room not prepared
- **Results and post-results**

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services
- EO unable to work on Results Days

Centre Actions

Planning

- EO produces an overview of annual exams including procedures/deadlines, with accompanying notes/information on accessing MIS
- EO provides HoDs with a pro-forma in Summer term asking for entry specifications for the following academic year
- Existing invigilators contacted early in autumn term to ascertain whether they will be continuing in the new academic year and an estimate of number of new invigilators made, prior to advert in Newsletter
- All invigilators attend an update session at the start of the Autumn Term and new invigilators attend the initial training session

Entries

- HoDs check details of exams specifications and estimated numbers early in the autumn term to allow Intention to Enter and estimated entries information to be made on Examining Bodies websites by given deadlines
- Document produced showing how entries etc. are entered on the school's MIS system
- Exam deadlines provided early in autumn term to all concerned
- Information given by HoDs used to formulate entries and inform planning for rooming and invigilator scheduling by end of autumn term
- HoDs check entries in January and inform EO of errors/withdrawals
- Students check their individual statement of entry, including resits, in late January
- Data & Exams Assistant trained to make examination entries

Pre-Exams

- Once entries have been made EO produces an overall timetable showing clashes and draft rooming schedule for SLT
- Timetable informs invigilation requirements and Data & Exams Assistant produces pro-forma for invigilators to indicate availability and subsequently invigilation rota
- JCQ regulations and exam information/timetables updated on school website and parents/carers asked to ensure candidates have read/are aware of the content
- Exam materials checked on arrival and stored in date order in exam safes
- Paper receipt is noted on timetables on safes
- Modified papers ordered in advance of entries. Checked when received
- EO ensures relevant staff have access to online Awarding body mark submission pages
- HoD completes submission by AB deadline and informs EO prior to work being submitted

Exam time

- EO ensures invigilators/other key staff are aware of exam conditions and key exam procedures
- Data & Exams Assistant trained to cover in case of unexpected absence of Exam Officer
- Caretakers told in advance about rooms required and are given seating plans showing number and position of exam desks and chairs. Invigilators know what is required for the exam e.g. clock etc
- Students receive exam briefing prior to the exam season focussing on exam conduct and procedures
- Student receive personalised timetable via Student Portal which is updated with venues etc
- Parents/Guardians are given Exam Information Sheet outlining all procedures for the exams
- Heads of Year provide EO with list of students they feel may need to be considered for special consideration. EO keeps file with timetables/details of students requiring special consideration and result of request so check can be made that all are processed by deadline
- Exam scripts are collated and handed to EO at the end of the exam. These are checked by EO and one other before packaging/labelling and then placed in safe awaiting collection

Results and post-results

- Students are informed of time/date they can collect results and procedures if they are unable to collect in person
- Data & Exams Assistant trained to download results via EDI and to print Statement of Results
- Details of Post results services will be available to candidates on results day and the information is available on the website. EO is available to discuss these with Parents/Students on results day and subsequent days. Deadlines are clearly displayed
- Data & Exams Assistant trained to request post results services. Students informed about collection of exam certificates

SENDCo extended absence at a critical stage of the exams 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 providing support to access arrangement candidates not allocated and trained
- **Exam time**

- access arrangement candidate support not arranged for exam rooms

Centre Actions

Planning

- Teaching staff make SENDCo aware of concerns via HoD as soon as possible after the start of the course
- Teaching staff aware of students with additional Access Arrangements through MIS
- Teaching staff accommodate appropriate Access Arrangements wherever possible in formal and informal exams and provide SENDCo with evidence of Access Arrangements as normal way of working via copies of Homework, Classwork and Tests

Pre-exams

- SENDCo liaises with EO to process, implement and gather evidence for all Access Arrangements such as extra time and modified papers
- SENDCo, together with EO, ensures all Access Arrangements applications are made by JCQ deadlines
- SENDCo liaises with EO to implement and gather evidence for centre delegated arrangements such as use of laptops and rest breaks
- SENDCo ensures Learning Support Assistants focus on specific interventions as opposed to unspecified in-class individual support
- Invigilators trained on Access Arrangements

Exam time

- Access Arrangements candidates entered on MIS system so they are easily identified when exam seating plans are produced
- Access Arrangements candidates, where feasible, are examined in a separate room to avoid disruption and allow appropriate interventions

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the EO on time; resulting in pre-release information not being received*
- *Final entry information not provided to the EO 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*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre Actions

- EO provides HoDs with a pro-forma in July asking for entry specifications for the following academic year

- HoDs check these details and provide estimated numbers in September to allow Intention to Enter and estimated entries information to be made on Examining Bodies websites
- EO uses this information and class lists on MIS to enter candidates for the specified exams by the end of the autumn term
- HoDs check candidate entry details early in the Spring Term (prior to awarding body deadline) and confirm these as correct.
- Candidates check their Statement of Entry early in Spring Term and advise EO of any inaccuracies
- HoDs inform Heads of Year and SLT of any withdrawals early in Spring Term to avoid unnecessary fees
- Submission deadlines made available to HoDs early in autumn term
- HoDs asked to inform EO of those staff entering CATs marks on AB websites so they can be given appropriate access.
- EO sends reminder emails to HoDs near NEA submission deadline time
- Teaching staff ensure candidates complete CAT authentication declaration
- All internally assessed work is subject to moderation before submission

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Centre actions:

- Existing invigilators contacted early in autumn term to ascertain whether they will be continuing in the new academic year
- Debrief/update session held early in autumn term
- Adverts for new invigilators placed in the school newsletter in July
- New invigilators attend training sessions and are given handbooks containing copies of training slides and of JCQ notices and AGS exam paperwork
- New invigilators shadow experienced invigilators during Mock exams
- Invigilator contact details held by Data & Exams Assistant in addition to Exam Officer
- Contact details of invigilators who can be contacted at short notice to be held separately in case of absence
- Invigilators contacted once number of students/exams is known and asked to complete availability form
- Invigilators made aware of peak days and asked if they can possibly make themselves available
- Invigilators inform Data & Exams Assistant of absence as soon as possible by phone and email

- Cover supervisors and LSAs trained to act as emergency invigilators
- Extra invigilator allocated to each main exam venue in case of emergency thus maintaining correct ratio
- Invigilators trained in Access Arrangements
- Senior invigilators appointed and responsible for collection/return of papers from/to EO and for conducting all exams according to JCQ regulations
- Member of support staff invigilates at short notice or Data & Exams Assistant or EO if need arises

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

Criteria for implementation of the plan

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

Centre actions:

- EO checks provisional numbers for Summer exam series as early as possible in autumn term to ensure number/size of rooms is known
- EO makes SLT aware of numbers of candidates and rooms in advance of exams. SLT advises on rooms after checking potential rooming conflicts
- SLT aware of alternative rooms sufficient to accommodate exam candidates in case of venue being unavailable

Cyber-attack

Criteria for implementation of the plan

- *Where a cyber-attack may compromise any aspect of delivery*

Centre actions:

- EO to contact JCQ and the awarding bodies to inform them of the cyber-attack
- Invigilators are briefed to let the EO and ICT Leader know if they discover a cyber-attack
- The attack will be dealt with in line with the school cyber-attack procedure

Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time
- System/power failure when Access Arrangements candidates word-processing

- System/power failure during onscreen exam
- System/power failure during listening exams

Centre actions:

- ~~IT implements Cloud Disaster Recovery (DRaaS) to start MIS servers in cloud~~
- Exam entries made in advance of Awarding body deadlines where possible
- EO ensures all preparation materials available in hardcopy
- EO contacts awarding body for advice on alternative options
- Invigilator contacts IT for help
- EO contacts awarding body for advice. Candidates use hard copies if available
- Multiple computers available
- Listening – candidates use CDs provided by awarding body
- Exam stopped until power returns
- EO applies for special consideration as a result of the disruption if applicable

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- JCQ regulations regarding a temporary suspension of exam e.g. due to fire alarm in place and understood
- EO to contact Awarding Body to seek advice as soon as the centre becomes aware of any potential disruption
- Have potential alternative venues in place and contact as early as possible

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- SLT communicates with parents, carers and students about the potential for disruption to teaching time and plans to address this
- SLT identifies alternative venue for learning

- SLT facilitates alternative method of learning e.g. through the use of Google Classroom
- SLT prioritises students with imminent examinations

Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- SLT makes awarding body aware of the situation at outset
- SLT communicates with parents, carers and students regarding possible solutions open to them
- SLT liaises with candidates to identify whether the exam can be sat at an alternative venue in agreement with the relevant awarding body
- SLT offers candidate an opportunity to sit any exam missed at the next available series
- EO applies to the awarding body for special consideration for candidate(s) where minimum requirements have been met

Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- SLT informs awarding body with which examinations are due to be taken as soon as possible
- AGS open for examination and examination candidates only if possible
- Support and other staff aware of rules and regulations for conducting exams and have copies of invigilator training presentation handouts so are able to invigilate at short notice
- Use alternative venues (share facilities with other centres or use public buildings if possible) with agreement of awarding body
- Notify the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP)
- EO applies for special consideration for students where minimum requirements have been met
- Offer students an opportunity to sit any examinations missed at the next available series if possible
- Alternative venue details: Kingsbrook Secondary School

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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Centre communicates with awarding body to organise alternative delivery of papers
- Awarding body provides centre with electronic access to examination papers via a secure external network
- Centre ensures that copies are received, made and stored under secure conditions and has plans in place to facilitate such an action
- Awarding bodies provide guidance on the conduct of examinations in such circumstances and as a last resort, and in close collaboration with centres and regulators, consider scheduling of the examination on an alternative date

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- EO seeks advice from awarding body and normal collection agency regarding collection
- EO ensures secure storage of completed scripts until collection
- EO arranges for scripts to be taken to an Express Post Office or Parcelforce depot with dispatch log
- EO arranges ad hoc collection for an alternative date
- EO should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations

14. 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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- SLT communicate issue immediately with awarding body and subsequently to students and parents or carers

- Awarding body generates candidate marks for affected assessments based on other appropriate comprehensive evidence of candidate achievement
- Where marks cannot be generated by awarding bodies candidates retake the assessment affected at a subsequent assessment window if possible

Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- SLT contact awarding body about alternative options
- SLT make arrangements to access results at an alternative site
- Share facilities with other schools if possible
- SLT make arrangements to make post results requests at an alternative location
- SLT or EO contact the relevant awarding body if electronic post results requests are not possible

Alternative venue details: Aylesbury High School

3. Further guidance to inform and implement contingency plans

JCQ

- 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: <https://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>
- 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 relevant awarding body 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 a 'contingency sessions for examinations, summer 2025. This is consistent with the qualification regulators' document *Exam system contingency plan*:
 - *England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>
- The designation of a '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 of 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 contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling 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 this contingency arrangement so that they may take it into account when making their plans for the summer
 - (JCQ guidance above taken directly from **Instructions for Conducting Examinations** 2024-2025 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)
 - JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents
 - JCQ Preparing for disruption to examinations (Effective from 1 September 2023) www.jcq.org.uk/exams-office/general-regulations/
 - JCQ Notice to Centres - Examination contingency plan/examinations policy www.jcq.org.uk/exams-office/general-regulations/notice-to-centres-exam-contingency-plan/
 - General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations
 - Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms
 - Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms
 - Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
 - A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance
 - Guidance for centres on cyber security (Effective from November 2023) www.jcq.org.uk/exams-office/general-regulations/
 - Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments/

GOV.UK

- Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19) www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings
- Opening and closing maintained
- Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning <https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>
- schools www.gov.uk/government/publications/school-organisation-maintained-schools

National Counter Terrorism Security Office

- Checklist for managing bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

National Cyber Security Centre

The NCSC's free Web Check and Mail Check services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to all UK schools. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

- The Department for Education has been asking centres to review National Cyber Security Centre advice following an increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work
- Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data
- For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:
 - Further ransomware attacks on UK education by cyber criminals - [NCSC.GOV.UK](#)
 - Mitigating malware and ransomware attacks
 - Offline backups in an online world
 - Backing up your data
 - Practical resources to help schools improve their cyber security
 - Building Resilience: Ransomware, the risk to schools and ways to prevent it
 - School staff offered training to help shore up cyber defences - [NCSC.GOV.UK](#)

D) NON-EXAMINATION ASSESSMENT POLICY

1. What does this policy affect?

This plan affects the delivery of GCE and GCSE specifications with one or more non-examination assessment components, controlled assessments (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an awarding body

- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment) is classified as non-examination assessment (NEA)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword)

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. (JCQ's **Instructions for conducting coursework**, Introduction, Foreword)

(This document is further referred to in this policy as ICC)

2. Purpose of the Policy

This policy confirms the JCQ requirement that Aylesbury Grammar 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 for non-examination assessments
- manage risks associated with non-examination assessments

3. What are non-examination assessments and coursework?

"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, section 1)

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)

4. Procedures for planning & managing non-examination assessments identifying staff roles & responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include (GCE and GCSE) non-examination assessments, controlled assessment (where relevant) and coursework.

4.1 The basic principles

Head of centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA and ICC
- Ensures that the centre's non-examination assessment plan is fit for purpose and covers all types of non-examination assessments
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks (centre assessed marks) and requesting a review of the centre's marking

Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA, ICC and awarding body subject-specific instructions
- Where appropriate, the centre-wide calendar records assessment schedules by the start of the academic year
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Confirms with Heads of Department that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates

Head of Department

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process as detailed in NEA and ICC
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements).
- Works with SLT to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Ensures the EO is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc
- Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Subject teacher

- Understands and complies with the general instructions as detailed in NEA

- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensures candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams Officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment
- Signposts teaching staff to relevant JCQ *information for candidates* documents that are annually updated
- Signposts the annually updated JCQ NEA and ICC documents to relevant centre staff

4.2 Task Setting

Head of Department / Subject teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

4.3 Issuing of tasks

Head of Department / Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

4.4 Task taking

Supervision

Exams Officer

- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)

Head of Department / Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates* documents
- Ensures that 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

Advice and feedback

Subject teacher

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

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<http://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 malpractice 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
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates

- Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures

Head of Department / Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) or [ICC](#) and informs the EO
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives

different subject-specific instructions

- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Head of Department / Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Reminds candidates of the contents of the JCQ document "Information for candidates – Social Media")
- Liaises with the ICT Leader to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- 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

ICT Leader

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers 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
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

4.5 Task marking – externally assessed components

Conduct of externally assessed work

Head of Department / Subject teacher

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component, where applicable, according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register, if applicable
- **Exams Officer**
- Provides the attendance register to the subject teacher where applicable
- Ensures 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
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

4.6 Task marking – internally assessed components

Marking and annotation

Head of centre

- 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

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks 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
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates that their marks could be subject to change by the awarding body moderation process
- Ensures candidates fed back to regarding their work in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Senior Leaders

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

Heads of Department

- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff, etc)
- Ensures accurate internal standardisation – for example by:
 - Obtaining reference materials at an early stage of 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
- Retains evidence that standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Heads of Department

- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the

marks awarded to the external deadline

- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested.
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Provides the exams officer with any supporting documentation required by the awarding body

Exams Officer

- Confirms with Heads of Department that marks have been submitted to the awarding body deadline
- Ensures 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 Heads of Department, 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 Heads of Department, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Head of Department

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams Officer

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

External Moderation

Head of Department

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work

- Complies with any request from the moderator for remaining work or further evidence of the centre's marking
- Checks the final moderated marks when issued to the centre when the results are published
- Checks any moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams officer

- Accesses or signposts any moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

4.7 Access Arrangements and reasonable adjustments

Subject teacher

- Works with the SENDCo to ensure any Access Arrangements for eligible candidates are applied to assessments

Special Educational Needs Coordinator (SENDCo)

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

4.8 Special consideration and loss of work

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the EO through the Head of Year when special consideration may need to be applied for a candidate taking assessments
- Liaises with the EO to report loss of work to the awarding body

Exams Officer

- Refers 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
- Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body (For coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate)

4.9 Malpractice

Head of Centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative 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 in Examinations and Assessments: Policies and Procedures*](#)
- Ensures 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 ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject Teacher

- Is aware of the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- Ensures candidates understand the JCQ document [*Information for candidates - non-examination assessments*](#) and (where applicable) [*Information for candidates - coursework assessments*](#)
- Ensures candidates understand the JCQ document [*Information for candidates - Social Media*](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams Officer

- Signposts the JCQ document [*Suspected Malpractice in Examinations and Assessments: Policies and Procedures*](#) to the head of centre
- Signposts the JCQ [*Notice to Centres - Teachers sharing assessment material and candidates' work*](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

4.10 Post-results services

Head of Centre

- Is familiar with the JCQ document Post-Results Services
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Head of Department

- Provides relevant support to subject teachers making decisions about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the EO with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline
- Supports the EO in collecting candidate consent where required

Exams officer

- 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 for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Senior Leader

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Head of Department

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the Head of Department regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome

Exams Officer

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
- Confirms with the subject teacher that the assessment outcomes have been submitted to the awarding body to the external deadline
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment

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

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Senior Leader

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Head of Department

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

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

Exams Officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

5. Qualification / Subject specific additional information

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

A level Geography

- Each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate
- Candidates may be given general guidance but must not be provided with a choice of titles or tasks from which to choose

A level Computing

- Each candidate undertakes a programming task based on a problem or task defined and developed by the candidate
- Candidates may be given general guidance but must not be provided with a choice of problems or tasks from which to choose

GCE/GCSE Art & Design

- JCQ's *Instructions for conducting examinations* are followed for the conduct of externally set components

Projects

- For candidates embarking on Project qualifications, it must be made clear what is involved: a free choice of topic, flexible choice of output and the opportunity to show evidence of a wide range of capabilities. However, projects must be chosen by candidates in discussion with their supervisor and verified as appropriate by the centre following procedures specified by the awarding body.

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

Reference to non-examination assessment is intended to include GCE and GCSE specifications with one or more non-examination assessment component, controlled assessment (where applicable) and coursework.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p><i>Records confirm that relevant centre staff are familiar with and follow:</i></p> <ul style="list-style-type: none"> <i>the current JCQ document. Instructions for conducting non-examination assessments and where applicable Instructions for Conducting Coursework</i> <i>the JCQ document Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments</i> 	SLT/HoD
Candidate malpractice	<p><i>Records confirm that candidates are informed and understand they must not:</i></p> <ul style="list-style-type: none"> <i>submit work which is not their own</i> <i>make available their work to other candidates through any medium</i> <i>allow other candidates to have access to their own independently sourced material</i> <i>assist other candidates to produce work</i> <i>use books, the internet, AI or other sources without acknowledgement or attribution</i> <i>submit work that has been word processed by a third party without acknowledgement</i> <i>include inappropriate, offensive or obscene material</i> <p><i>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments, where applicable Instructions for Conducting Coursework and Information for candidates - Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</i></p>	HoD Subject teachers
Awarding body set task: IT failure/corruption of task details where set task details	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p>	IT

accessed from the awarding body online	<i>Awarding body contacted to request direct email of task details</i>	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensure that subject teachers access awarding body training information, practice materials etc.to ensure that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	HoD
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A clear explanation of the awarding body's marking criteria is given and where appropriate a simplified version of the 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 Candidates confirm they understand the marking criteria</i>	Subject teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan</i>	
Task for legacy specification given to candidates undertaking new specification	<i>Ensure subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	SLT/HoD
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	SLT/HoD/ Subject Teacher
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	HoD
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment periods included in centre wide calendar where appropriate</i>	SLT/HoD
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)where possible</i>	SLT/HoD
Insufficient supervision of candidates to enable work to be authenticated	<i>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</i>	HoD/EO

	<i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ document Instructions for conducting non-examination assessments (chapter 9 Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	SLT/HoD
Access Arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>SENDCo makes Access Arrangements for all relevant students clear to all relevant staff</i>	SENDCo
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Heads of Department ensures consistency across all relevant staff so that all candidates receive the appropriate advice and feedback Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms advice and feedback given prior to starting on their work</i>	HoD Subject Teacher
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Heads of Department ensures consistency across all relevant staff so that all candidates receive the appropriate advice and feedback during the task-taking stage Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms advice and feedback given during the task-taking stage</i>	HoD Subject Teacher
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	SLT
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Instructions for Candidates - coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i>	Subject Teacher

	<i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Instructions for Candidates - coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EO
An excluded pupil wants to complete their non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	SLT
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teacher ICT Leader
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teacher EO
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm any information provided to them on word or time limits is known and understood</i>	HoD/ Subject Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>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</i>	HoD/ Subject Teacher EO
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	<i>Confirmation that subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Confirmation that candidates have been made aware of the current JCQ document Information for candidates: non-examination assessments</i>	HoD / Subject Teacher / EO

Candidate plagiarises other material	<i>Candidates confirm 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 and (where applicable) Instructions for Candidates - coursework assessments</i> <i>The candidate's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	
Candidate does not sign their authentication statement/declaration	<i>Confirmation that candidates have been made aware of the current JCQ document Information for candidates: non-examination assessments and (where applicable) Instructions for Candidates - coursework assessments</i> <i>Candidates confirm they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments and (where applicable) Instructions for Candidates - coursework assessments</i> <i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	EO Subject Teacher
Subject teacher not available to sign authentication forms	<i>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</i>	HoD
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Subject teacher checks all cover sheets are fully completed on submission to them</i>	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Confirmation that subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments</i> <i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	SLT/HoD /EO
Adequate secure storage not available to subject teacher	<i>Confirmation that adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	HoD
Candidates work produced electronically is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments</i> <i>Internal processes and regular monitoring/internal audit by ICT Leader ensures:</i> <ul style="list-style-type: none"> • access to this material is restricted (insert how) • appropriate security safeguards are in place (insert names/types of protection) • an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up) <i>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 (insert relevant details of how)</i>	HoD

A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	EO
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	HoD/ Subject Teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	EO/ HoD/ Subject Teacher
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	EO/HoD/ Subject Teacher
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed Investigation and reporting procedures in the current JCQ document Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	SLT/EO
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	EO HoD/ Subject Teacher
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for an extension</i>	EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	EO HoD
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates given feedback to regarding their work prior to the marks being submitted to the awarding body Confirmation candidates have received feedback Candidates are informed that their marks are subject to change through the awarding body's moderation process</i>	HoD/ Subject Teacher

	<i>Candidates are fed back to at least two weeks prior to the internal deadline set by the EO for the submission of marks Candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	
Deadline for submitting work for formal assessment not met by candidate	<i>Confirmation that deadlines given to candidates Candidates confirm deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	HoD/ Subject Teacher EO
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through Heads of Department as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	EO HoD
Subject teacher long term absence during the marking period	<i>See centre's contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	

E) ACCESS ARRANGEMENTS POLICY (EXAMS)

1. What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;

- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates.

2. Purpose of the Policy

The purpose of this policy is to confirm that Aylesbury Grammar School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This policy is maintained and held by the SENDCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENDCo is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (¹AA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

¹This publication is further referred to in this policy as AA

3. General Principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury.

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 disabled candidates.

The SENDCo, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

- Access arrangements/reasonable adjustments should be processed at the **start** of the course.
- Arrangements **must** always be approved **before** an examination or assessment.

- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

4. Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

For any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR, section 5.4)

The assessment process

At Aylesbury Grammar School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)
- The current assessor is Beth McLaren who holds a British Dyslexia Association accreditation level 7 (to teach and assess learners with specific learning difficulties up to 18 years) and the British Dyslexia Association Specific Learning Difficulty Assessment Practicing Certificate (APC)

Process to check the qualifications of the assessor of candidates with learning difficulties

At the point an assessor is engaged/employed at Aylesbury Grammar School: Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3.4)

- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3.4)
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3.1, 7.4.1)

4.1 Reporting the appointment of the assessor(s)

Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4.1)

When requested, the evidence will be presented to the JCQ Centre Inspector by the SENDCo.

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within Access arrangements online. (AA 7.4.2)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into Access arrangements online to confirm their status (AA 7.4.3)

4.2 Process for the assessment of a candidate's learning difficulties by an assessor

Aylesbury Grammar School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA

7.5.1)

- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional (AA7.5.5)
- The assessor must carry out tests which are relevant to support the application. (AA7.5.6)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA7.3.6)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA7.3.6)

4.3 Picture of need/normal way of working

Aylesbury Grammar School confirms

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5.2)
- An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the head of centre to assess the candidate and the independent assessor's certificate should be held on file.
- All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.
- An independent assessor must discuss access arrangements/reasonable adjustments with the person appointed in the centre. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the centre. (AA 7.5.3)

5. Processing access arrangements and adjustments

5.1 Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to [AA, chapter 8](#) (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

- AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.
- Online applications **must** only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)
- The SENCo **must** keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes:

- a signed candidate personal data consent form;
- a completed *Data protection confirmation by the examinations officer or SENCo* form;
- a copy of the candidate's approved application;
- appropriate evidence of need (where required);
- evidence of the assessor's qualification (where required). (AARA 8.6)

5.2 Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by the SENDCo. Appropriate evidence, where required by the arrangement, is held on file by The SEND department.

The use of a word processor

- An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.
- The Word Processor Policy (Exams) details the criteria Aylesbury Grammar School specifically uses to award and allocate word processors for examinations and assessments. The Word Processor Policy is Appendix 1 in the SEND Policy.

Alternative rooming arrangements within the centre

A decision where an exam candidate may be approved alternative rooming arrangements within the centre will be made by the SENDCo. or equivalent role.

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre ([AA, section 5.16](#))
- Alternative rooming arrangements Policy details the criteria Aylesbury Grammar School uses to determine alternative rooming arrangements within the centre.

Alternative rooming arrangements **must** reflect the candidate's normal and current way of working in internal school tests and mock examinations.

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

One to one 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. (AARA 5.16)

5.3 Modified papers

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore, centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the

relevant examination series (AA 6.1)

- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)

5.4 Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2.13)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2.13)

It is the responsibility of:

- The SEND department to collect a candidate's consent (a completed candidate **Personal data consent form**) to record their personal data on-line through AAO
- the SEND department to complete the **Data protection confirmation by the examinations officer or SENDCo**, prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved
- The SEND department to submit applications for approval using AAO
- The SEND department to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form (AA 8.6)
- The Exams Officer to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO the exams officer to order modified papers

F) CANDIDATE IDENTIFICATION PROCEDURE (EXAMS)

This procedure is reviewed and updated annually to ensure that procedures to verify the identity of all candidates that are entered for examinations or assessments at Aylesbury Grammar School are managed in accordance with current requirements and regulations.

References in this procedure to GR and ICE refer to the JCQ publications [the General Regulations for Approved Centres 2023-2024](#) and [Instructions for conducting examinations 2023-2024](#) publications.

1. Purpose of the procedure

To maintain the integrity of the examination process Aylesbury Grammar Schools carries out checks to ensure that the person sitting the exam is actually the person they claim to be. This procedure outlines the checks for both internal and external candidates.

2. Procedures to verify candidate identity at the time of the examination/assessment

Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16.1)

The arrangements at Aylesbury Grammar School are:

Internal Candidates

- photographic candidate cards which include the candidates full name, exams number and centre number are created for each candidate
- in accordance to the seating plan and prior to the start of the exam, the relevant candidate card is placed on the desk by a member of exams staff
- When taking the register, the Invigilator will check the photograph to ensure that it is a true likeness to the candidate

Private/external candidate or a transferred candidate

- private candidates are only accepted if they were previously on roll at Aylesbury Grammar School
- they must provide photographic proof of identity such as a valid passport or photographic driving license and agree to a copy being taken, which will be retained on file
- a photographic candidate card will be produced using the most recent photographic likeness as stored on the schools MIS
- in accordance to the seating plan and prior to the start of the exam, the relevant candidate card is placed on the desk by a member of exams staff

Where it is not possible to verify the photographic identity of a candidate

Where it is impossible to identify a candidate for example, 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 16.3)

3. Roles and Responsibilities

The role of the exams officer

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (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 16.2)
- 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 16.3)
- 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 16.4)

G) CHILD PROTECTION AND SAFEGUARDING POLICY (EXAMS)

1. Purpose of the policy

This policy details how Aylesbury Grammar School, in relation to the management, administration and conducting of examinations and assessments, ensures that the moral and statutory responsibility to safeguard and promote the welfare of children is met.

The policy also details how staff are trained and supported to be alert to, and report, the signs of abuse and neglect and how they will follow centre procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff associated with the management, administration and conducting of examinations and assessments at Aylesbury Grammar School.

Aylesbury Grammar School ensures compliance with the statutory guidance for schools and colleges as set out in the Department for Education's Keeping children safe in education 2024 publication.

2. Policy aims

- To provide all exams-related staff at Aylesbury Grammar School with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the commitment with regard to safeguarding and child protection to students, parents/carers and other partners when taking examinations and assessments at Aylesbury Grammar School
- To contribute to the wider centre Child Protection and Safeguarding Policy

Introduction

All staff involved in the management, administration and conducting of examinations at Aylesbury Grammar School are made aware of their safeguarding responsibilities. This includes raising awareness and understanding of the role played by these staff members in safeguarding and promoting the welfare of children whilst they are undertaking their examinations/assessments.

As part of the training given to staff involved in the management, administration and conducting of examinations/assessments, the following are highlighted as part of an induction/training programme:

- child protection policy
- behaviour policy
- staff code of conduct which includes details of how to raise low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from examinations, particularly on repeat occasions and/or prolonged periods
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

3. Roles and Responsibilities

Designated safeguarding lead (DSL)

The DSL (and any ADSLs) will take lead responsibility for child protection and safeguarding in relation to examinations and assessments. The DSL will offer advice, support and expertise in all matters relating to child protection and safeguarding in relation to examinations and assessments

Exams officer

The Exams Officer will support the DSL as directed, and undertake all relevant training

Other exams staff

The Data and Information Lead, Data and Exams Assistant, invigilators, and facilitators of access arrangements will undertake training as directed by the DSL, report child protection and safeguarding issues/concerns in line with centre processes/policy

Teaching staff

Will ensure that where candidates are taking non-examination assessments, they will check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities, etc.]

4. Staff

Recruitment

Aylesbury Grammar School ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments. This is supported by the safer recruitment process which includes as outlined in the **Safer Recruitment Policy**.

5. Supporting staff

All exams staff at Aylesbury Grammar School

- are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding
- receive appropriate safeguarding and child protection training at induction/the centre's annual exam update training session. This training is regularly updated to include the most up-to-date guidance from the relevant authorities
- receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with the relevant skills and knowledge to safeguard children effectively. This includes updates on the centre's Child Protection and Safeguarding Policy by email and a training session run by the DSL. A hard copy of the policy is also held in the exams office.

6. Areas covered

All exams staff will be trained/updated on the aspects of child protection to ensure that they are complying with the centre policy on child protection and safeguarding. The full list of content covered in the training can be found in the school's policy.

7. Reporting

The process for staff to report issues/concerns relating to child protection and safeguarding and be found in the school's Child Protection Policy. This is held on the school website. If a member of staff needs to make a complaint/report a colleague or other adult who works with children (whistleblowing), they should follow the procedures in the Whistleblowing Policy which all staff are sent a link to as part of the Annual Declaration. All staff, including invigilators, are required to affirm they have read and understood these documents as part of the annual declaration.

8. Protocols for one-to one support/supervision

Where staff are engaged in invigilation/facilitation and/or centre supervision on a one-to one basis with a candidate the following protocols should be followed.

Summoning immediate assistance in case of any concern

- Where there is no alternative to sole invigilation, the Exams Officer must inform the DSL prior to the invigilation.
- The venue must be in a part of the school where there are other members of staff in surrounding rooms who can be quickly summoned in an emergency. Where possible the venue must have a window panel in the door.
- The candidate must be seated in an exam desk facing the invigilator.
- The exams invigilator must also be seated behind a desk and at least 2 metres apart.
- The invigilator may have a mobile phone, which must be switched to silent so they can keep in contact with the Examinations Team. At one hourly interval a member of the Examinations Team will check in with the invigilator.

If sole invigilation is taking place at the candidates home or external venue, then the parent / carer must also be on the premises for the duration of the examination. They will not however be allowed to enter the room in which the examination is taking place.

Leaving the examination room temporarily

Where a member of staff may accompany a candidate requiring a toilet break:

- Must be entered on the exams incident log with the time in and out, no extra time will be given.
- Do a verbal check that the pupil does not have a phone or prohibited items
- Escorted at all times to the nearest designated toilets. The invigilator must knock on the door to ensure that the toilet is unoccupied and if so, the candidate may enter.
- The student must not communicate with any other person, if this does occur will be recorded as malpractice.
- In the event of an emergency the invigilator must not enter the toilet unless accompanied by another staff member.

Where a member of staff may accompany a candidate who is feeling unwell:

- Must be entered on the exams incident log with details of how they are feeling unwell and time logged.
- At the discretion of the lead invigilator and should invigilation ratio's allow the candidate to be escorted outside of the venue. Where extra support is required then the Lead Invigilator must contact a member of the Examinations Team or Matron in an emergency.

- The candidate must be escorted at all times and must not communicate with any other person. If this does occur it will be recorded as malpractice.
- Communication may be needed to ascertain the severity of illness, however this must not include discussions about the exam.

H) COMPLAINTS AND APPEALS PROCEDURE (EXAMS)

1. Introduction

This procedure should be read in conjunction with the following policies:

- Complaints Policy and Procedure
- Internal Appeals Procedure
- Exams Policy

2. Purpose of the procedure

This procedure confirms Aylesbury Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.8) that the centre will draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.

3. Grounds for complaint

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

Learning and Teaching

- Quality of learning and teaching
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment (centre assessed work), which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body prior to marks being submitted to the awarding body
- Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's *Internal Appeals Procedure*)
- Centre fails to adhere to its *Internal Appeals Procedure*

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to appeal in line with the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

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

Results and Post-results

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

4. Complaints and Appeals Procedure

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, Aylesbury Grammar School encourages them to try to resolve this informally in the first instance, as laid out in the school's Complaints Policy and Procedure

If a complaint fails to be resolved informally, the candidate (or their parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

Details of how to make a formal complaint are laid out in the school's Complaints Policy and Procedure

How a formal complaint is investigated

The process involved in conducting an investigation are laid out in the school's Complaints Policy and Procedure

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted. The process involved in doing so are laid out in the school's Complaints Policy and Procedure

I) DATA PROTECTION POLICY (EXAMS)

1. Purpose of the policy

- This policy details how Aylesbury Grammar School (the "centre"), in relation to exams management and administration, ensures that individuals personal data is collected, stored, and processed in

accordance with UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018).

- This policy should be read in conjunction with the school's main Data Protection Policy.
- It is the responsibility of the centre to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.
- All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:
 - used fairly and lawfully
 - used for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than is absolutely necessary
 - handled according to people's data protection rights
 - kept safe and secure
 - not transferred outside the European Economic Area without adequate protection
- To ensure that the centre meets the requirements of DPA/ UK GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

2. Exams-related information

- There is a requirement for the exams office to hold exams-related information on candidates taking external examinations.
- Candidates' exams-related data may be shared with the following organisations:
 - Awarding bodies
 - Joint Council for Qualifications
 - Any other organisations as relevant to the centre e.g. Department for Education; Local Authority, Multi Academy Trust; Consortium; the Press; etc.
 - Another centre where a candidate is entered for an examination.
- This data may be shared via one or more of the following methods:
 - hard copy
 - email
 - secure extranet site(s) –e.g. AQA Centre Services; OCR Interchange; Pearson Edexcel Online; WJEC Secure services;
 - The schools Management Information System (MIS) by sending or receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>) to or from awarding body processing systems.

- This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, including controlled assessments and coursework, special consideration requests and exam results/post-results/certificate information.

3. Informing candidates of the information held

- Aylesbury Grammar School ensures that candidates are fully aware of the information and data held.
- All candidates are:
 - informed via suitable communication methods
 - given access to this policy via centre website
- Candidates are made aware of the above at the start of their course or when the registrations/entries are submitted to awarding bodies for processing.
- Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programmes and data ("Student Materials"). Candidates will be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.
- Candidates eligible for access arrangements which require awarding body approval using *Access arrangements online* are also required to provide their consent by signing the GDPR compliant JCQ candidate personal data consent form before approval applications can be processed online.

4. Data security and storage of records

- We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage.
- In particular:
 - Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept secure when not in use
 - Papers containing confidential personal data must not be left on office and classroom desks, on staffroom tables, pinned to notice/display boards, or left anywhere else where there is general access
 - Passwords that are at least 14 characters long are used to access school computers, laptops and other electronic devices. Staff and students are reminded to change their passwords at regular intervals
 - Encryption software is used to protect all portable devices and removable media, such as laptops and USB devices
 - Staff, students or governors who store personal information on their personal devices are expected to follow the same security procedures as for school-owned equipment (see our ICT Acceptable Use Policy)
- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected.

5. Dealing with data breaches

- Although data is handled in line with DPA/UK GDPR regulations, a data breach may occur for any of the following reasons:
 - loss or theft of data or equipment on which data is stored
 - inappropriate access controls allowing unauthorised use
 - equipment failure
 - human error
 - unforeseen circumstances such as a fire or flood
 - hacking attack
 - 'blagging' offences where information is obtained by deceiving the organisation who holds it
 - cyber-attacks involving ransomware infections
- If a data protection breach is identified, the following steps will be taken:

Containment and recovery

- The school's Data Protection Lead (DPL) will lead on investigating the breach.
- It will be established:
 - who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
 - whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up network hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
 - which authorities, if relevant, need to be informed

Assessment of ongoing risk

- The following points will be considered in assessing the ongoing risk of the data breach:
 - what type of data is involved?
 - how sensitive is it?
 - if data has been lost or stolen, are there any protections in place such as encryption?
 - what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
 - regardless of what has happened to the data, what could the data tell a third party about the individual?
 - how many individuals' personal data are affected by the breach?
 - who are the individuals whose data has been breached?
 - what harm can come to those individuals?
 - are there wider consequences to consider such as a loss of public confidence in an important service we provide?

Notification of breach

- Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

Evaluation and response

- Once a data breach has been resolved, a full investigation of the incident will take place. This will include:
 - reviewing what data is held and where and how it is stored
 - identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
 - reviewing methods of data sharing and transmission
 - increasing staff awareness of data security and filling gaps through training or tailored advice
 - reviewing contingency plans

6. Candidate information, audit and protection measures

- For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/UK GDPR – will be handled in line with DPA/UK GDPR guidelines.
- An information audit is conducted regularly by the Data Protection Lead.
- Protection measures may include:
 - password protected area on the centre's intranet
 - secure drive accessible only to selected staff
 - information held in secure area
 - updates undertaken as soon as possible from their release (this may include updating antivirus software, firewalls, internet browsers etc.)

7. Data retention periods

- Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's main Data Protection Policy which is available/accessible from the school's website.

8. Access to information

- Current and former candidates can request access to the information/data held on them by making a **subject access request** to the school's Data Protection Lead in writing. ID may be required if a former candidate is unknown to current staff. All requests will normally be dealt with within 1 month – the school's Data Protection Policy gives more details to the process.
 - This means individuals can request information about them and their internal exam performance, including their mark, written comments and records of any appeals.
 - For information regarding external examinations, candidates should make a subject access request to the Awarding Body

Third party access

- Where necessary permission will be obtained before passing personal information on an individual to a third-party organisation.
- The Centre will seek permission from candidates before requesting access to information held by Awarding Bodies e.g. access to exam scripts in the event of a cohort review.
- Candidates' personal data will not be shared with a third party unless a request is accompanied with permission from the candidate and appropriate evidence (where relevant), to verify the ID of both parties, provided.
- In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Lead will confirm the status of these agreements and approve/reject any requests.

9. Sharing Information

Sharing information with parent/carers

- Aylesbury Grammar School does not routinely share external examination results with parents / carers. Where a request is made to share this data, we will take into account the wishes of the student and relevant legislation and guidance regarding sharing information with parents (including non-resident parents).

Publishing exam results

- As Aylesbury Grammar School has a legitimate reason for publishing examination results, consent is not required from students or their parents/carers for publication. However, if a student or their parents/carers have a specific concern about publication of their results, they have the right to object. This objection must be made in writing to the Data Protection Lead, who will consult with relevant staff before making a decision to publish and where necessary reply with a good reason to reject the objection.

Aylesbury Grammar School will publish examination results to the media or within the school in line with the following principles:

- With reference to guidelines as published by the Joint Council for Qualifications
- Act fairly when publishing results, and where people have concerns about their or their child's information being published, taking those concerns seriously
- Ensure that all candidates and their parents/carers are aware as early as possible whether examinations results will be made public and how this will be done

10. Policy review

- This policy will be reviewed by the Data Protection Lead, SLT and agreed by Full Governing Body on an annual basis or sooner should Data legislation change.

J) EMERGENCY EVACUATION PROCEDURE (EXAMS)

1. Purpose of the procedure

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

2. When is an emergency evacuation required?

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

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

As each incident may be different, advice will be sought 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)

3. Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation procedure for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable
- Ensures any breach of question paper security or malpractice is reported to the awarding body immediately (ICE 25.5)

Senior leader

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

Special educational needs coordinator (SENDCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

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

- Ensures candidates are briefed in assemblies and through written examination information available on the website, prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides 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
- Provides an exam room incident log in each exam room
- Liaises with the SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken.
- Ensures a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensures an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the 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 relevant centre staff

- Support the senior leader, SENDCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

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

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

Further details could include:

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

4. Emergency evacuation procedure – 2024/25

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

Emergency evacuation procedure
Actions to be taken (as detailed in current JCQ Instructions for conducting examinations section (25. Emergencies))
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room Candidates must be advised to close their answer booklet
Ensure candidates leave the room in silence
Ensure the candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted
Allow the candidates the remainder of the working time set for the examination once it resumes
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, (to be retained on file if required by an-awarding body)
Additional centre-specific actions to be taken
<p>Invigilators to await instructions via the radio or a member of the Premises Team whether the exam room should be evacuated. H&S is paramount so, if necessary, students should be evacuated and taken to the Assembly Point</p> <ul style="list-style-type: none"> • The exam room must be evacuated by the nearest fire exit. Invigilators must take the attendance register with them • Candidates must be escorted to the Zone E assembly point (behind the library on the end nearest to the Tower Block) to keep them separate from the rest of the school • Invigilators are to take the register. The exams officer (acting as Fire Officer) will reiterate the need for silence and liaise with SLT if someone is missing • On returning to the exam room allow candidates time to settle down, reminding them they are still under exam conditions • Where feasible the invigilator must mark the candidates' work to indicate the point at which the interruption occurred • Restart the exam and allow candidates the full working time set for the examination • Make relevant changes to the displayed finish time • All information regarding the evacuation must be recorded on the exam room incident log

K) EQUALITIES POLICY (EXAMS)

1. Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities and/or disability/accessibility policy/plan which details how the centre will:

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010
- a written contingency plan which covers all aspects of examination/ assessment administration and delivery

2. The Equality Act 2010 definition of disability

A definition is provided on page 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2024-2025

This publication is further referred to in this policy as [AA](#)

3. Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

Teaching staff

- (where appropriate) Inform the SENCo of any observations about a candidate or support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the SENCo to 'paint a holistic picture of need', confirming normal way of working for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

- Has detailed understanding of the JCQ publication [AA](#)

4. Use of word processors

Details regarding the use of word processors in exams can be found in the Word Processor Policy (Exams)

5. Requesting access arrangements

Roles and responsibilities

SENDCo

- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of [AA](#)
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated
- Follows guidance in [AA](#) (chapter 8) to process approval applications for access arrangements for those qualifications included
- Applies for approval where this is required, through Access arrangements online(AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures that the full supporting evidence is in place before an online application is processed
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Is responsible for scanning and uploading all supporting evidence and forms to the shared drive

- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), Form 9 (Profile of need), Form 8RF, Form BD25, etc. supplemented by written statements, where required, etc.
- Ensures where JCQ forms are required to be completed, the forms are signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status
- Confirms by ticking the ‘*Confirmation*’ box prior to submitting the application for approval that the ‘*malpractice consequence statement*’ has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate’s file/each of the required documents held electronically within the candidate’s e-folder) that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval, a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
 - (where applicable) ‘Data protection confirmation by the examinations officer or SENDCo acknowledged before an application is processed online
- Presents the e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Leads on the access arrangements process to facilitate access for candidates
- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Exams officer (EO)

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role
- Shares with the SENDCo access to all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request
- Support the SENCo in determining the need for and implementing access arrangements
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations
- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper from CCEA, OCR and WJEC (or to download a PDF copy of the standard question paper where provided by AQA, OCR and Pearson) or to open a question paper packets in the secure room within 90 minutes of the awarding body's published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (using AAO for those qualifications included in the tool; using Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate
- Produces and annually reviews/updates a policy on the use of word processors in exams and assessments

6. Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

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

Head of centre

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

SENDCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2024-2025
- Is familiar with the instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2024-2025
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it

- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher, Learning Support Assistant or teaching assistant. Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant has to be used, a separate invigilator is always present
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

Other relevant centre staff

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams. These include IT Support and the Facilities Team

Internal assessments

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

SENDCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams/ assessments

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Exams Officer

- Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

SENDCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching staff

- Provide exam materials that may need to be modified for a candidate
- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination

7. Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

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

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

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home and for SRB</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records supervised rest breaks (time and duration) on incident log and confirms set full time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence, supported by appropriate evidence signed by a member of the senior leadership team (evidence retained until after the publication of results)</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>

Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Alternative rooming arrangements within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Alternative rooming arrangements within the centre</p>	<p><i>Gathers evidence to support substantial and long-term adverse impairment</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for alternative room)</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>

L) ESCALATION PROCESS (EXAMS)

1. Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

2. Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to the Deputy Head.

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

Main duties and responsibilities relate to:

- Third party arrangements
- Centre status
- Confidentiality
- Communication
- Recruitment, selection and 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
- Centre inspections

Additional JCQ publication for reference:

- JCQ Centre Inspection Service Changes

- Policies available for inspection

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)

- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

3. Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to the Deputy Head or Senior Assistant Head..

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

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

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)

Additional JCQ publications for reference:

- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work (including ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements
- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

4. During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to the Deputy Head.

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.

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

- General Regulations for Approved Centres (sections 3, 5)

- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

5. After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to the Deputy Head.

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

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice
- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

M) INTERNAL APPEALS PROCEDURE (EXAMS)

1. Purpose of the procedure

This procedure confirms Aylesbury Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3z, 5.8) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration
- draw to the attention of candidates and their parents/carers its written internal appeals procedure
- This procedure covers appeals relating to:

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

2. Appeals relating to internal assessment decisions (centre assessed marks)

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

This procedure confirms Aylesbury Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.7) that the centre will:

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

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

Aylesbury Grammar School ensures that all centre staff follow a robust *Non-examination Assessment Policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE, and Project qualifications, 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. Aylesbury Grammar School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

Aylesbury Grammar School will:

- ensure that candidates are informed of their centre assessed marks at least ten working days before the exam board deadline for the receipt of marks for their subject so that they may request a review of the centre's marking before marks are submitted to the awarding body. This must be within two days of receiving their mark.
- 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 (or for some marked assessment materials, such as artwork and recordings, inform the candidate that the originals will be shared under supervised conditions) within 24 hours of being requested
- inform candidates they will not be allowed access to original assessment material 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. Requests will not be accepted after this deadline. Requests must be made in writing within three working days of receiving copies of the requested materials to the Head of Section who will decide whether the process used conformed to the necessary requirements.
- allow three working days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
- 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

The outcome of the review of the centre's marking will be made known to the Headmaster who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

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.

3. Appeals relating to centre decisions not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure confirms Aylesbury Grammar School compliance with JCQ's **General Regulations for Approved Centres** (section 5.13) that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written 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 or an appeal

Following the issue of results, awarding bodies make post-results services available. At Aylesbury Grammar School the full procedure is laid out in the Post Result Services Procedure.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are made aware/informed via information on the Exams section of the school website.

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

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)

This is the only service that can be requested for objective tests (multiple choice tests)

- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)

This service is only available for externally assessed components of both unitised and linear GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)

- Service 3 (Review of moderation)

This service is not available to an individual candidate

Access to Scripts (ATS):

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

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

For written components that contributed to the final result, the centre will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking
- In all other instances, consider accessing the script by:
 - (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline or
 - (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect informed written consent/permission from the candidate to access his/her script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking

- Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
- Collect informed written consent from the candidate to request the RoR service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

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

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

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

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

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted in writing to the Head of Centre (or other nominee) at least seven calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of their appeal before the internal deadline for submitting a review of marking (RoR service 1 or 2).

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications **Post-Results Services** and

JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

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

The appeal should be made in writing to the Headmaster and submitted to the centre within three working days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of the awarding body issuing the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

4. Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms Aylesbury Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3x3z) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration
- Aylesbury Grammar School will:
- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

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

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

Examples of failure to comply include:

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

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

5. Centre decisions relating to access arrangements, reasonable adjustments and special consideration

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

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

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted in writing to the Headmaster within three working days of the decision being made known to the appellant

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within two working days of the appeal being received and logged by the centre.

If the appeal is upheld, Aylesbury Grammar School will proceed to implement the necessary arrangements/submit the necessary application.

6. Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause Aylesbury Grammar School to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where Aylesbury Grammar School may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- An appeal should be made in writing to the Headmaster and submitted within two working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 15 working days

7. Further guidance to inform and implement appeals procedures

JCQ publications

- General Regulations for Approved Centres

- <https://www.jcq.org.uk/exams-office/general-regulations>
- Post-Results Services
<https://www.jcq.org.uk/exams-office/post-results-services>
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
<https://www.jcq.org.uk/exams-office/appeals>
- Notice to Centres – Informing candidates of their centre assessed marks
<https://www.jcq.org.uk/exams-office/non-examination-assessments>
- Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>
- Access Arrangements and Reasonable Adjustments <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>
- A guide to the special consideration process <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Ofqual publications

- GCSE (9 to 1) qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>
- GCE qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

N) POST RESULTS SERVICES PROCEDURE

1. 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 objective tests (multiple choice tests)
- Service 2 (Review of marking) Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate Appeals: The appeals process is available after receiving the outcome of a review of results

2. Purpose of the procedures

The purpose of these procedures is to confirm how Aylesbury Grammar 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 information placed in the Exams section of the school website.

3. 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 Aylesbury Grammar 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/accessible 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 Information placed in the Exams section of the school website.
- 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 on results day. The information is also in the Exams section of the school website.

4. Dealing with requests

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

At Aylesbury Grammar School the process to request a service is by completing the appropriate google form and making any required payment on ParentPay.

Candidates are also strongly advised to seek advice from their subject teacher before making any request.

5. Candidate consent

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

Aylesbury Grammar School will:

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

- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results Retain consent forms or 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 6.2)

6. Submitting requests

Aylesbury Grammar 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 publication Post-results services (GR 5.13)
- Submit requests for appeals in accordance with the JCQ publication 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)

7. Dealing with outcomes

Aylesbury Grammar 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 an email from the exams office informing them of the outcome

8. Managing disputes

At Aylesbury Grammar School any dispute/disagreement will be managed by the senior leadership team as outlined in the Complaints and Appeals Procedure (Exams).

O) WORD PROCESSING POLICY

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

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2024-2025](#) and [Instructions for conducting examinations 2024-2025](#) publications.

1. Introduction

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

(AA Section 4.2.1)

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 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 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

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 **must** consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

The SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

2. Purpose of the policy

This policy details how Aylesbury Grammar 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) 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.

3. The criteria Aylesbury Grammar 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

The procedure whereby a candidate may be awarded the use of a word processor in examinations can be found in the SEND Policy. This is stored on the school website.

- 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

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

A candidate using a word processor is accommodated in an IT room with a smaller group of candidates.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check predictive text disabled to a candidate where it is their normal way of working within the centre, 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 their 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 the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In these instances 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.
- 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 their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each word processor 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)

(ICE 14.25)

The centre will ensure the word processor:

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

(ICE 14.25)

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

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

Printing the script after the exam has ended

(ICE 14.25)

The centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, 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)

The centre will also ensure that 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)

The centre may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the 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)

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENDCo and the exams officer.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time.

The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

P) LOCKDOWN POLICY

1. Purpose of the policy

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

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

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

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

Aylesbury Grammar School has devised lockdown procedures during the conducting of examinations after consulting [ProtectUK](#) guidance.

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

- training staff engaged/involved in the conducting of examinations
- how to achieve an effective lockdown
- implementing [Run, Hide, Tell](#) principles
- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- how to let people know what's happening
- maintaining the integrity and security of the examinations/assessments process

2. Roles and responsibilities

Head of centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those

arriving late for an examination who cannot access the exam room due it being in lockdown

- To ensure that all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the exam room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use
- To inform the relevant emergency services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team (SLT)

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

Exams officer

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

Invigilators

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

Invigilators are informed of this policy during their annual training update.

3. Lockdown procedure

Before an examination

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

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will:
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - take an attendance register/head count if possible
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
 - where safe/possible, not leave the examination question papers unattended/out of sight
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

4. During an examination

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

- Invigilators will:
 - tell candidates to stop writing immediately and close their answer booklets
 - collect the attendance register
 - make a note of time when the examination was suspended
 - instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
 - lock all windows and close any/all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
 - where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- Where safe/possible, the exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

5. After an examination

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

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

6 Ending a lockdown

- The lockdown will be ended by either:
 - the sound of a defined alarm, or
 - the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- Invigilators will then:
 - ask candidates to return to their desks, remind them they are under formal exam conditions and allow a settling down period
 - allow candidates the full working time remaining to do their examination
 - recalculate the revised finish time(s)
 - tell the candidates to open their answer booklets and re-start their exam
 - amend the revised finish time(s) on display to candidates

- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies and where relevant, any centre-wide lockdown recording form/log)
- The exams officer will:
 - provide a report of the incident for the awarding body/bodies (through application of the special consideration process or as advised by the awarding body/bodies)
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/exams officer will:
 - discuss any alternative exam sittings with the awarding body/bodies
 - offer, arrange, and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly led by the head of centre to discuss the lockdown and offer ongoing support
 - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Q) ALTERNATIVE ROOMING ARRANGEMENTS POLICY

Introduction alternative rooming arrangements within the centre is an available access arrangement as defined in the JCQ regulations.

This is an arrangement where a candidate may be eligible to take an examination accommodated outside of the main examination room(s), for example in a room for a smaller group of candidates with similar needs.

1. Purpose of the policy

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

Decisions on the awarding of the arrangement at Aylesbury Grammar School

Decisions on the awarding of the arrangement are made by the SENDCo and 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)
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for alternative rooming arrangements within the centre.(AA 5.16)

2. Criteria

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 publication (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 (AA5.16)
- 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 is subject to alternative rooming arrangements within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

3. Other room arrangements

Other rooming arrangements At Aylesbury Grammar 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:

- utilising the House Meeting Rooms for alternative rooming arrangements
- utilising the SEN room if alternative rooming arrangements also requires a scribe

R) OVERNIGHT SUPERVISION ARRANGEMENT POLICY

Overnight supervision arrangements will follow JCQ guidelines as laid down in ICE (Section 8).

The key points are

- Overnight supervision should be the last resort and candidates will be encouraged to take all of the exams on the scheduled day
- Supervision, including transport to and from school, will be carried out by parents/carers
- Parents/carers will sign the appropriate forms to confirm that the guidelines will be adhered to

S) CANDIDATE ABSENCE POLICY

1. Purpose of the policy

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

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Aylesbury Grammar 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.

2. Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

The candidate is not present on completion of the attendance register once the candidates are seated and have started the examination (ICE 22.5)

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

- The candidate will be contacted immediately, by the main office, 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 examiner/marker
- The candidate absence is noted on the seating plan by crossing through the candidate details

3. Roles and Responsibilities

It is the responsibility of the exams officer and the main office to deal with candidate absence once it has been identified.

It is the responsibility of the Head of Year or member of SLT to deal with candidates who are persistently absent from examinations.

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)

4. Special consideration

At Aylesbury Grammar 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 terminal grade by the awarding body, providing the following conditions are met:

- 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 4.3)
- The application for special consideration can be supported by signed evidence produced by a member of the senior leadership team (SC 6)

It is the responsibility of the Examinations Officer to deal with special consideration requests and applications

T) CANDIDATE LATE ARRIVAL POLICY

1. Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at Aylesbury Grammar 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 (ICE 21.1)

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

This policy confirms that Aylesbury Grammar 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

2. Candidates who arrive late

The following procedures are applied at Aylesbury Grammar 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 (ICE 21.1) 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 will only be considered very late if they arrive at the centre after 10am or 2:30pm even if they do not start the exam until after these times. As long as they are under supervision before they enter the exam room a candidate will be allowed a few minutes to get themselves calm and prepared. This also allows the Examinations Officer to arrange an additional venue, if required
- 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. The awarding body will be informed of the situation and will decide whether or not to accept the script (ICE 21.5)
- In all cases the centre will submit a declaration for the very late arrival of a candidate for examinations, in accordance with the current JCQ publication Instructions for conducting examinations (GR 5.9)

3. Roles and Responsibilities

The role of the Examinations 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 date of the paper concerned, providing the following details:
 - 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 (ICE 21.4)

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)

U) FOOD AND DRINK POLICY (EXAMS)

1. Purpose of the policy

This policy confirms that Aylesbury Grammar 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

2. 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)
- Any food and drink brought into the examination room whether by the candidate or the centre must be free from packaging and all labels are removed from drink containers (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 (ICE18.2)

3. Roles and Responsibilities

The role of the Examinations 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)

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

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)

V) CONFLICTS OF INTEREST POLICY (EXAMS)

1. Introduction

It is the responsibility of the head of centre to ensure that Aylesbury Grammar School:

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

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units and
- maintains clear records of all instances where:
 - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
 - centre staff are taking qualifications at their own centre which do not include internally assessed components/units
 - centre staff are taking qualifications at other centres (GR 5.3)

2. Purpose of the policy

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

General principles

A process is in place to ensure that information regarding conflicts of interest is collected and maintained. Where applicable information is sent to the awarding bodies

Declaration process

A google form is sent to all staff, both teaching and support staff, at the start of the academic year from the examinations office to identify and manage any potential conflicts of interest.

Managing conflicts of interest

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

3. Roles and responsibilities

The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)

- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

The role of the Examinations Officer

- Ensure the process for collecting declarations of interest is undertaken
- Ensure that centre staff are aware of the requirement to declare any interest
- Ensure that declarations are recorded/logged as potential conflicts of interest
- 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 (GR 5.3)
- 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 (GR5.3)

W) EXAMS ARCHIVING POLICY

1. 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

2. Access arrangements information

Record(s) description

Information about access arrangements will be kept as a soft copy on the 'Access Arrangements' drive which is shared between Data and Exams and the SENCo

Retention information/period

Records are kept according to the school's retention policy on student records

Action at the end of retention period (method of disposal)

Records are disposed of according to the school's retention policy on student records

3. Attendance register copies

Record(s) description

Records are stored in a filing cabinet in the Examinations Office

Retention information/period

Records are kept in accordance with the requirements of ICE, sections 12, 22 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...).

Action at the end of retention period (method of disposal)

Confidential waste

4. Awarding body exams administration information

Record(s) description

Any hard copy publications provided by awarding bodies.

Retention information/period

Records retained until the current academic year update is provided.

Action at the end of retention period (method of disposal)

Confidential waste

5. Candidates' scripts

Record(s) description

Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.

Retention information/period

Retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts in accordance with the requirements of GR, section 3.15 (... ensure that when scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies...).

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

Records logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) in accordance with the requirements of GR, section 3.15 (...store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically...).

Action at the end of retention period (method of disposal)

Returned to candidates or safe disposal at the discretion of the department

7. Certificates

Record(s) description

Candidate certificates issued by awarding bodies.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue...).

Action at the end of retention period (method of disposal)

Confidential destruction

8. Certificate issue information

Record(s) description

A record of certificates that have been issued.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (... distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued...).

Action at the end of retention period (method of disposal)

Confidential disposal

9. Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, it is suggested as good practice that exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

10. Confidential materials: receipt, secure movement and secure storage logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility. (Including for example, the handling of confidential MFL Listening materials)

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

11. Conflicts of interest records

Record(s) description

Records demonstrating the management of conflicts of interest.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.3 (...The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be 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.).

Action at the end of retention period (method of disposal)

Deleted from the servers

12. Dispatch logs

Record(s) description

Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

13. Entry information

Record(s) description

Any hard copy information relating to candidates' entries.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

14. Exam question papers

Record(s) description

Question papers for timetabled written exams.

Retention information/period

Records retained in accordance with the requirements of ICE, section 31 (Releasing question papers) and GR, section 6.13 (...For confidentiality purposes question papers must not be released to centre personnel for use in accordance with paragraph 6.12 until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations).

Action at the end of retention period (method of disposal)

Issued to subject staff

15. Exam room checklists

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

16. Exam room incident logs

Record(s) description

Logs recording any incidents or irregularities in exam rooms for each exam session.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

17. Exam stationery

Record(s) description

Awarding body exam stationery provided solely for the purpose of external exams.

Retention information/period

Records retained in accordance with the requirements of ICE, section 30 (...return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments... destroy confidentially any out-of-date stationery.).

Action at the end of retention period (method of disposal)

Confidential disposal

18. Finance information

Record(s) description

Invoices for exams-related fees.

Retention information/period

Records kept in the Finance department as records owner once received

Action at the end of retention period (method of disposal)

Not Applicable

19. Invigilation arrangements

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

20. Invigilator and facilitator training records

Record(s) description

Information detailing the training received by invigilators

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)

Action at the end of retention period (method of disposal)

Confidential disposal

21. Moderator reports

Record(s) description

Moderator reports sent to the centre following moderation

Retention information/period

Records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

Not Applicable

22. Moderation return logs

Record(s) description

Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

23. Overnight supervision information

Record(s) description

The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP for signing by the candidate, the supervisor and the head of centre

Retention information/period

Records retained in accordance with the requirements of ICE, section 8 (...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. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested...).

Action at the end of retention period (method of disposal)

Confidential disposal

24. Post-results services: confirmation of candidate consent information

Record(s) description

Consent is given by submitting google form request and this is stored electronically

Retention information/period

Records retained in accordance with the requirements of PRS, section 4 plus appendix A and B (Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal. This form should be retained on the centre's files for at least six months.).

Action at the end of retention period (method of disposal)

Deleted from the servers

25. Post-results services: request/outcome information

Record(s) description

Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

26. Post-results services: tracking logs

Record(s) description

Logs tracking to resolution all post-results service requests submitted to awarding bodies.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Deleted from the servers

27. Ex-student candidate information

Record(s) description

Any hard copy information relating to ex-student entries.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

28. Proof of postage - candidates' work

Record(s) description

Proof of postage/dispatch of candidates' scripts to awarding body examiners/markers. Proof of postage/dispatch of sample of candidates' work submitted to awarding body moderators.

Retention information/period

Records (proof of postage/dispatch of candidates' scripts to awarding body examiners/markers) retained in accordance with the requirements of ICE, section 29 (Centres not involved in the secure despatch of exam scripts service... must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)...). Records are kept in the main office.

Action at the end of retention period (method of disposal)

Not Applicable

29. Resilience arrangements: Evidence of candidate performance

The collection of evidence of student performance to ensure resilience in the qualifications system

(Reference Ofqual [Guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#):

Retention of the work

Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study.)

30. Resolving timetable clashes

Record(s) description

Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

31. Results information

Record(s) description

Broadsheets of public examination results summarising candidate final grades by subject by exam series.

Retention information/period

Records for current year plus previous 6 years retained as a minimum.

Action at the end of retention period (method of disposal)

Confidential disposal

32. Seating plans

Record(s) description

Plans showing the seating arrangements of all candidates for every exam taken.

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

Action at the end of retention period (method of disposal)

Confidential disposal

33. Special consideration information

Record(s) description

Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and signed evidence produced by a senior leader in support of the application.

Retention information/period

Records retained in accordance with the requirements of SC, section 6 (All applications must be supported by signed evidence produced by a member of the senior leadership team. The centre must retain this evidence until after the publication of results.) A centre may be asked by an awarding body to provide signed evidence).

Action at the end of retention period (method of disposal)

Confidential disposal

34. Suspected malpractice reports/outcomes

Record(s) description

Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

35. Transferred candidate arrangements

Record(s) description

Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

36. Very late arrival reports/outcomes

Record(s) description

Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

37. Any other records/documentation/materials

Record(s) description

Anything not covered by the above

Retention information/period

Unless otherwise specified by JCQ, information is retained until after the deadline or reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential disposal

X) MALPRACTICE POLICY (EXAMINATIONS)

This policy is reviewed and updated annually to ensure that any malpractice at Aylesbury Grammar School is managed in accordance with current requirements and regulations. Reference in the policy to GR and SMPP relate to relevant sections of the current JCQ publications General Regulations for Approved Centres (GR), Suspected Malpractice: Policies and Procedures (SMPP), Instructions for Conducting Coursework (ICC) and AI Use in Assessments: Protecting the Integrity of Qualifications (AI).

1. Introduction - What is malpractice and maladministration?

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

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates
- compromises public confidence in qualifications

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP 2)

Candidate malpractice

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

2. General principles

In accordance with the regulations Aylesbury Grammar School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations 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 JCQ publication *Suspected Malpractice - Policies and Procedures* and provide such information and advice as the awarding body may reasonably require (GR 5.11)
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*

3. Preventing malpractice

Aylesbury Grammar School has in place robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication *Suspected Malpractice: Policies and Procedures*. (SMPP 4.3)

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

General Regulations for Approved Centres 2023-2024;

- Instructions for conducting examinations (ICE) 2023-2024;
- Instructions for conducting coursework 2023-2024;
- Instructions for conducting non-examination assessments 2023-2024;
- Access Arrangements and Reasonable Adjustments 2023-2024;
- A guide to the special consideration process 2023-2024;
- Suspected Malpractice: Policies and Procedures 2023-2024;
- Plagiarism in Assessments: Guidance for Teachers / Assessors
- AI Use in Assessments: Protecting the Integrity of Qualifications;
- A guide to the awarding bodies' appeals processes 2023-2024 (SMPP 3.3.1)

These processes to consider the content of the candidate's work include, but are not limited to, checking for varying quality of work, the use of specialised vocabulary or American vocabulary or spellings and inconsistencies in presentation, style and tone. Some departments may also use computer programmes to detect plagiarism, comparing it to examples of student's work.

4. Informing and advising candidates

Aylesbury Grammar School ensures that all candidates are well informed about malpractice, so that they are able to avoid committing malpractice in examinations / assessments.

The JCQ Information for Candidates documents and Warnings to Candidates signs are included in the Examination section of the school's website, and information relating to these documents and their location is included in the centre's Examination Guide for Candidates. This is also explained to all candidates during an Examination Assembly, carried out by the Examination Officer and reinforced by Heads of Year, Form Tutors and other centre staff.

Aylesbury Grammar School has the same procedures for internal mock examinations as external examinations, so all candidates are well versed in examination protocol and procedures.

The JCQ Warnings to Candidates are clearly displayed outside examination rooms, clearly stating that candidates should not bring any electronic devices or other unauthorised items into the examination room.

At the start of every examination, candidates are reminded about examination regulations, and this is reiterated during the 'Start of examination' announcement that is read at the start of every examination in every room, where they have one final opportunity to alert the invigilator if they have any unauthorised items in their possession and are at risk of committing malpractice.

Teaching staff ensure candidates completing a controlled assessment, coursework or non-examination assessment component are aware of JCQ and awarding body Information for

Candidates documents on producing work that is internally assessed (coursework, non- examination assessments, social media) prior to assessments taking place, and that candidates understand the consequences of plagiarism and committing malpractice.

ICC also states that 'In order to prevent plagiarism centres must ensure that each candidate is issued with an individual copy of the appropriate JCQ Information for Candidates (www.jcq.org.uk/examsoffice/information-for-candidates-documents)' section 9a. The Examination Officer ensures that all candidates receive a copy of this information. It is the responsibility of teaching staff to remind candidates of the requirement to follow this guidance, and where necessary, signpost candidates to the Exams section of the school website, where this information can also be found.

5. Identification and reporting of malpractice

Suspected malpractice can be identified and reported by any of the following:

- centres (including by students, parents or centre staff);
- awarding bodies (including by examiners, moderators and awarding body staff);
- other individuals (including anonymous sources or members of the public) (SMPP 4.2)

If a candidate receives confidential assessment or examination information, even if the information was not requested, they must report it to a member of centre staff immediately. (SMPP 3.3.2)

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

A written statement detailing the incident of suspected malpractice may also be required. Therefore, staff should record what has happened as soon as possible after the event, and pass this to the Examination Officer or the Head of Centre at the earliest opportunity. As much information should be included as possible – including time and date, when was observed, what action was taken and the seat numbers of any candidates involved (where appropriate). All statements must be signed and dated by the individual concerned.

All those interviewed or making a statement should be made aware that awarding bodies reserve the right to share their statements with others involved in the case or other appropriate third parties. (SMPP 5.29)

At Aylesbury Grammar School, ~~the Examination Officer, in consultation with~~ the Data and Exams Manager and SLT Link for Examinations, is responsible for investigating suspected student malpractice in external examinations. The Head of Centre is responsible for investigating suspected staff malpractice.

All incidents of suspected malpractice should be reported immediately to the Examination Officer or the Head of Centre, or in their absence the SLT Link for Examinations or other Senior Leader.

The Head of Centre or nominated senior leader will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP 4.1.3)

The Head of Centre will ensure that where a candidate who is a child / vulnerable adult is the subject of a malpractice investigation, the candidate's parent / carer / appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)

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. (SMPP 5.35) Once an investigation is complete, form JCQ

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

In consultation with the Head of Centre or nominated senior leader, the Examination Officer will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms. (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 before any investigation has taken place. (SMPP 4.4, 4.6)

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

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)

6. 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, or another senior leader nominated by 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)

7. Appeals against decisions made in cases of malpractice

Where appropriate, Aylesbury Grammar 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 publication A guide to the awarding bodies' appeals processes

Malpractice during assessments

Candidates 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 AI, books, the internet or other sources without acknowledgement or attribution
- misuse AI
- submit work that has been word processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material

These prohibitions mean that candidates must not publicise their work by posting it on social media or by any other electronic means. (ICC 6.1)

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body, but will be dealt with in accordance with the Aylesbury Grammar School'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 (ICC 6.2; SMPP 4.5)

Details of any work which is not the candidate's own must be recorded on the authentication form supplied by the awarding body or other appropriate place. (ICC 6.2)

Where irregularities in a controlled assessment, coursework or non-examination assessment component are identified after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to the relevant awarding body immediately, completing Form JCQ / M1. (ICC 6.3)

Artificial Intelligence and its use in assessments

As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students' own. Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions (AI Executive Summary)

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

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

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

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

Acknowledging AI Use

Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Misuse of AI and Malpractice

AI misuse constitutes malpractice as defined in JCQ Suspected Malpractice: Policies and Procedures. The malpractice sanctions available for the offences of ‘making a false declaration of authenticity’ and ‘plagiarism’ include disqualification and debarment from taking qualifications for a number of years. Students’ marks may also be affected if they have relied on AI to complete an assessment and the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

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

Copying or paraphrasing sections of AI-generated content so that the work is no longer

- the student’s own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the
- student’s own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Aylesbury Grammar School will issue guidance on the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment. Students will also be made aware of the school’s approach to plagiarism and the potential consequences of malpractice.

Y) SPECIAL CONSIDERATION POLICY

1. What defines special consideration?

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. (JCQ's **A guide to the special consideration process**, 1)[EB1]

This publication is further referred to in this policy as SC

2. Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Aylesbury Grammar School will submit any applications for special consideration where candidates meet the published criteria. (JCQ's General Regulations for Approved Centres, 5.9) added

3. Eligibility for special consideration

Roles and responsibilities

Head of centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication SC
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

Exams officer

- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

Teaching staff and/or SENCo (or equivalent role)

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

Candidates (or parents/carers)

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

4. Applying for special consideration

Where eligible, special consideration will be applied for at the time of the assessment where candidates... 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)

For candidates who are present for the assessment but disadvantaged Aylesbury Grammar 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. (SC 3)[EB2]

Below are examples of when the centre may wish to apply for special consideration:

- Where a candidate may arrive for an exam 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 will be kept comfortable and under centre supervision from the required time while appropriate arrangements are put in place for the candidate to take the exam in the best possible conditions
 - a judgement will be made on how the candidate's situation or disposition affected performance in the exam
 - where appropriate and where eligible, special consideration will be applied for
- Where candidates may be affected by a major disturbance in the exam room (emergency evacuation, etc.), an online application for special consideration will be submitted to the relevant awarding body where candidates have been disadvantaged.
- Special consideration will be applied for an allowance on the last paper taken in a day when a candidate has been entered for three or more exams **timetabled for the same day** and the total duration of those papers is more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 examinations) or more than 6 hours (GCE and Level 3 examinations). (Where extra time has been used following formal approval, this will be included in the calculation. Supervised rest breaks **will not** be included in the total duration of the papers when applying for special consideration.)
- Where a candidate may be affected a minor disturbance in the exam room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm, the candidate would not be eligible for special consideration.

The 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, aeroplanes, helicopters, lawn mowers (SC 1)

If a candidate is absent from a timetabled component/unit for acceptable reasons, and the centre is prepared to support an application for special consideration, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. 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)

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in SC 5 and applied for where eligible. This might include, for example:

- other certification
- coursework/non-examination assessment extensions
- shortfall in work (coursework/non-examination assessment)

- lost or damaged work (non-examination assessment components)
- candidates taking an incorrect or defective question paper
- candidates taking the wrong controlled assessment or non-examination assessment assignment

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

5. Processing applications for special consideration

Roles and responsibilities

Head of centre

- Ensures that all eligible applications will be supported by appropriate evidence signed by a member of the senior leadership team

Senior leadership team

- Sign appropriate evidence to support all eligible applications

Exams officer

- Understands that special consideration must be applied for at the time of the assessment
- Understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, special consideration should only be applied for the most serious indisposition
- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support all applications on file until after the publication of results and provides the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or ALS lead/SENCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Will be asked to provide any medical or other evidence that may be required to support an application for special consideration
- Will be informed that all cases must be dealt with by the centre

6. Submitting applications for special consideration

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 SC.

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 exams

- Applications for individual candidates will be submitted online (where the awarding body's secure system accepts these) by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams affected where a candidate is present but disadvantaged and a separate application for each day on which exams are missed where a candidate is absent from an examination for an acceptable reason, detailed in SC 6 will be followed
- Form 10 **Application for special consideration** will only be completed and submitted to the awarding body where a paper application is specifically required by the awarding body
- 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

Private candidates

- Any private candidate entered by the centre must liaise with the exams officer (not the awarding body) regarding any application for special consideration

7. Applications post-publication of results

If, after the publication of results for a particular exam 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 member of the senior leadership team 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.

Z) HEAD OF CENTRE DECLARATION

1. The Head of Centre declaration form

The Head of Centre declaration form is shown below and a signed hard copy is kept in the exams office

AQA CCEA OCR Pearson WJEC

National Centre Number: 52103

Head of Centre Declaration 2024/2025

A signed copy of this declaration for the academic year 2024/25 must be held on file, available for inspection, as it will be an integral part of the centre inspection. An electronic version of the head of centre's declaration, with an electronic signature, is permissible. (JCQ General Regulations 1.5)

Failure to complete this declaration will result in your centre status being suspended, preventing the submission of entries, and could lead to awarding bodies withdrawing their approval of your centre, as outlined in section 1 of the JCQ General Regulations. As Head of Centre, I confirm:

1. I understand I am accountable to the awarding bodies for ensuring that the centre is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times. (JCQ General Regulations 2.3)
2. I am fully compliant with 5.1 to 5.3 of the JCQ General Regulations, which outline key requirements relevant to my role.
3. I understand the approval of my centre by an awarding body signals the start of a contractual relationship, which is governed by the contract between the awarding body and the centre, these regulations and any other documents published by the JCQ, the awarding bodies or the regulators. (JCQ General Regulations 3.1)
4. I am aware of the Terms of Business of the awarding bodies with which my centre is approved and my staff and I are continuing to meet our obligations as defined in their approval process.
5. My staff and I are conducting examinations and assessments in accordance with the latest version of the JCQ General Regulations and, where relevant, the following JCQ publications when conducting examinations and assessments:

Access Arrangements and Reasonable Adjustments

- Instructions for conducting coursework
 - Instructions for conducting examinations (ICE)
 - Instructions for conducting non-examination assessments
 - Suspected Malpractice in Examinations and Assessments – Policies and Procedures (JCQ General Regulations 1.4)
6. For the subjects being delivered by my centre, my staff and I are meeting our obligations as laid down by the specifications and associated instructions and guidelines issued by the awarding bodies.
 7. If responsibility for the line management of the examinations officer and/or the SENDCo in my centre has been delegated to a Deputy Head or other member of my senior leadership team, I have provided their details in the online Head of Centre declaration.
 8. I have provided in the online declaration the names and job roles of my staff with keys granting them access to the secure room dedicated to administering secure examination materials. (General Regulations 3.1)
 9. I will notify the National Centre Number Team (ncn@ocr.org.uk) if there is a change in EO in my centre during the coming academic year. (General Regulations 2.4, 5.3 T)
 10. I will ensure that the relevant senior leader(s), the EO and the SENDCo receive appropriate training and support to fulfil their role so that the integrity of examinations and assessments is maintained (General Regulations 5.3c and Conditions of Recognition C2.3(g))

These regulations and guidelines have been established to ensure the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute. Therefore the JCQ reserves the right to inspect the application of the arrangements covered by this declaration (General Regulations 5.3))

Name of Head of Centre (please print in block capitals)

Signature Date

Name of senior leadership team member with delegated responsibility for running of exams (please print in block capitals)

Signature Date