ACET
Striving for Excellence
Empowering Achievement
Shaping Learning

ACET Examinations Policy

(including examinations contingency & non-examination assessment)

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POLICY LEAD: Deputy CEO

APPROVED BY: Trustees

DOCUMENT CONTROL

Policy Level	Trust / Primary or Secondary
Approved By	Trustees
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone.
Policies are reviewed annually, or sooner if required by statutory or legislative changes,
in line with best practice

Policy Lead / Author	Deputy CEO

Version Number	Date Issued	Updated Information
V1	March 2024	
V2	March 2025	• The principal and trust will be key holders to the exams store, in addition to the exams officer. • Alternative sites clarified for contingency arrangements. • Support for exam manager/officer absence highlighted. • Names of staff with responsibilities updated. • When accessing secure assessment material via awarding bodies online systems, ensure devices comply with awarding body multi factor authentication requirements. • Removed – Candidates confirming and signing entries. • Requirement that the exams specialist access is fully qualified when undertaking access arrangements. • Copy of certificate to be retained for when exam arrangements are inspected. • If a word processor is used, the candidate is responsible for sending the work to print, not the invigilator. • School photographs of all students are available in each exam room, along with cards on each desk with candidate information and photographs, to ensure the correct candidate sits the paper. • If a student leaves the exam room unattended, they will not be allowed to re-enter the exam room.

		• Staff should not use AI as the sole means of marking candidates' work. • Ensure that students' work is backed up in the event of IT system corruption and cyber-attacks. • Cost of exam entries / scripts / re-marks updated. • Guidance on the Lockdown and Emergency Evacuation Policy. • Guidance on the Conflict of Interest Policy. • Guidance on the Internal Appeals Procedures. • Guidance on the Escalation Policy. • Additional guidance added re: the use of AI and the AI checker – 'turnitin'. • Additional guidance re: plagiarism and malpractice.

V3	March 26	• 8: Added 'Centres must be aware of candidates with disabilities and learning difficulties who may need the invigilator's announcement in an alternative format or may need to hear it more than once.'
		• P16 Updated timing details for special consideration application to be made.
		• P18 Added a section on Certificates.
		• P44 Added 'does not include AI tools'.
		• P26 Absence of Exams Officer Added Where possible, the Academy will nominate a designated alternative contact, registered within the centre details held by the Exam Board, to ensure the continuous administration of exams and the timely submission of special consideration applications during staff absence.
		• 15 Added 'Candidates must not be in possession of devices which could provide an advantage, including:
		  • earphones or earbuds (e.g. AirPods);
		  • mobile phones;
		  • MP3/4 players or similar devices;
		  • smart glasses;
		  • tablets (e.g. iPads or iPods);
		  • watches;
		  • any other smart devices.'

		• Updated links for JCQ ICE and other JCQ documents throughout. • 6.1 Resits to be approved by Principal (not Executive Principal). • 7 Updated and simplified costing table. • Contingency plan 7.2 Removed reference to Coronavirus. • Addendum 2 Added Where the task is being completed on computers, Heads of Faculty will liaise with the IT team via XXX to ensure that student IT accounts are set up with the correct permissions and time limits. Teachers will ensure that students use the secure accounts to complete the tasks. • Addendum 2 8.1 Added reference to NEA Appeals Procedure (Addendum 6).

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1. Introduction and aims

ACET is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- the planning and management of exams is conducted in the best interest of candidates.
- our system of exams administration is efficient and clear, and staff and students understand what is required and expected of them.
- we comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies.

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and students, must read, understand and implement this policy.

2.2 Head of centre

The head of centre:

- Has overall responsibility for the academy as an exams centre.
- Is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the JCQ regulations and awarding body requirements.
- Is responsible for ensuring that all staff comply with the Instructions for Conducting Exams (ICE) – Joint Council for Qualifications.
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance malpractice in examinations and assessments.
- Ensures that JCQ General Regulations for approved centres General regulations for approved centres – Joint Council for Qualifications is followed.
- Ensures that accurate candidate contact information is obtained and maintained.
- Ensures appropriate controls are in place that allow accurate data to be submitted to the awarding bodies, e.g. entries and internally assessed marks.
- Is the senior member of staff who is available to manage emergency requests from awarding bodies that are results related during the summer holidays.
- Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's license or passport. A candidate should only be entered under alternative names in exceptional circumstances.

Our head of centre is Chela Wilson. (The principal)

2.3 Exams officer

The exams officer is responsible for the administration of exams. They:

- Manage the administration of internal and external exams.
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies.
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates.
- Ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them.
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries.
- Maintain systems and processes to support the timely entry of candidates for their exams.
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines.
- When accessing secure assessment material via awarding bodies online systems, ensure devices comply with awarding body multi factor authentication requirements.
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ A guide to the special consideration process – Joint Council for Qualifications.
- Identify and manage exam timetable clashes.
- Account for income and expenditures relating to all exam costs/charges.
- Line manage the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Ensure candidates' coursework/controlled assessment/Non-examined assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies.
- Track, dispatch and store returned coursework/controlled assessments.
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests.
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments Malpractice – Joint Council for Qualifications.
- Advise on appeals and re-marks.
- Are one of the key holders to the secure room with question papers and pre-release materials (The Principal will also be a key holder, and a set of keys will also be held by the trust).

Our exams officer is Melissa Darwent.

2.4 Heads of Faculty

Heads of Faculty are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects.
- Advising the exams officer of entries for their subjects.
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries.
- Ensuring that all students are aware of the rules around the use of AI and plagiarism.
- Check that all coursework / NEAs are checked by students / teaching staff before submission using the AI checker, 'turnitin'.
- Accurately completing entry and mark sheets and adhering to deadlines as set by the exams officer.

- Accurately completing coursework/controlled assessment mark sheets and declaration sheets.

Decisions on post-results procedures

2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the head of faculty and/or the exams officer.

2.6 Special educational needs co-ordinator (SENCO) / Specialist assessor

The SENCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so they can put exam day arrangements in place.
- Processing any necessary applications in order to gain approval (if required), only where they are supported by the centre and meet the published criteria.
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms.
- Monitoring and finally checking for the use of AI/Plagiarism.
- The SENCO will undertake regular CPD, such as attending an annual update course on JCQ Access Arrangements and Reasonable Adjustments regulations.

Our SENCO / Specialist assessor(s) is/are Paige Latham.

2.7 Lead invigilator(s)

The lead invigilator(s) are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations.
- Collecting exam papers and other material from the exams office before the start of the exam.
- Collecting all exam papers in the correct order at the end of the exam and ensuring they are returned to the exams office.

Our lead invigilator is Christine Burtoft.

2.8 Candidates

Candidates are responsible for:

- Understanding coursework/controlled assessment regulations and signing a declaration that confirms the coursework to be their own.
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

3. Qualifications offered

The trust, in consultation with the principal and academy leaders decides the qualifications we offer.

We offer the following types of qualifications:

- GCSEs, A levels, BTEC, Vocational qualifications etc.
- The subjects offered for these qualifications in any school year may be found in our prospectus and on our academy website.
- If there will be a change to a specification for the next year, the exams office must be informed by July of the previous year, e.g. switching from OCR to AQA.
- Informing the exams office of changes to a specification is the responsibility of trust/principal/HOF.
- Decisions on whether a candidate should be entered for a particular subject will be taken by senior leaders in consultation with the HOF.

4. Exam series

Internal exams (trial exams) and assessments are scheduled in line with the timetable outlined in the trust assessment and reporting policy.

External exams and assessments are scheduled in the following exam series: November, January, May/June (summer series).

Internal exams are held under external exam conditions on the occasions outlined in the trust assessment schedule.

The trust, in consultation with academy staff decide which exam series are used in the centre.

The centre does not offer assessments on an on-demand basis.

5. Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and external exams at a specified date before each series begins.

Where a candidate has a timetable clash involving an AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination, a centre cannot move the examination to the morning session.

An AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination must always be sat in the published afternoon session as per the awarding body's timetable.

For further information please see the JCQ document Timetable clashes involving an AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination, which may be found at: "https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations"].

6. Entries (including entry details and late entries)

Candidates or parents/carers can discuss subject entry, change of level or withdrawal with the academy.

We do not accept entries from private candidates.

We do not act as an exams centre for other organisations.

Entry deadlines are circulated to heads of faculty via email.

Heads of Faculty will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by senior leaders.

6.1 Re-sits

We allow re-sits for the following types of qualifications:

- GCSEs
- A-levels BTECs
- Functional skills
- Cambridge Nationals
- Cambridge Technicals

The principal will approve re-sit decisions in consultation with heads of faculty and senior leaders.

7. Exam fees

Candidates or faculties 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.

The exams officer will publish the deadline for actions well in advance of each exam's series.

This is set out in the DfE's guidance on Charging for school activities.

Prescribed public examinations" includes GCSEs, AS-levels and A-levels.

A full list is in the annex to a "http://www.legislation.gov.uk/uksi/2010/2327/pdfs/uksiem_20102327_en.pdf."

You may charge for:

Exams or re-sits the student has not been prepared for at school, even if they are on the list of prescribed public examinations.

Exams not on the set list of prescribed public examinations.

A student, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee.

Withdrawal from an exam (where charges would be applied by an exam board), if the parent/carer requests withdrawal.

Candidates may be charged the current exam board fees (which vary between exam boards)

QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	EXEMPLAR COSTS (ACTUAL COST WILL REFLECT EXAM BOARD CHARGES)
GCSEs	Private exam entries Re-sits at parents/carers' request Missed exams (without medical or other extenuating circumstances) Entries and re-sits Access to Scripts following results Varies by exam board Clerical Check of Marks	 £48-£51 per exam no charge from most exam boards £10 per candidate per exam unit
A level	Private exam entries Re-sits at parents/carers' request Missed exams (without medical or other extenuating circumstances) Access to Scripts following results Clerical Check of Marks	£100 per exam. most exam boards don't charge for accessing scripts Varies by exam board but average fee is £50.00 per candidate per exam unit for standard response in 10 days or £65 for a priority service
Vocational exams – both KS4/5	Private exam entries Re-sits at parents/carers' request Missed exams (without medical or other extenuating circumstances)	Entries and re-sits: £27 - £192 Missed exams: dependent on charges levied by the exam board: £27 - £192

QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	EXEMPLAR COSTS (ACTUAL COST WILL REFLECT EXAM BOARD CHARGES)
Enquiries about Results (EARs)	When a parent/carer/student believes they may be eligible for a remark but staff in school disagree	Entries and re-sits: Varies dependent -

We may waive these fees in certain circumstances. If you would like to discuss waiving relevant fees, please contact the academy exams officer.

8. Equalities

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the head of centre, exams officer and the SENCo. Centres must be aware of candidates with disabilities and learning difficulties who may need the invigilator's announcement in an alternative format or may need to hear it more than once.

9. Access arrangements

The SENCO will inform subject teachers of candidates with special educational needs (SEN) and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENCO.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCo and classroom teachers.

Room arrangements for candidates using access arrangements will be organised by the exams officer and the SENDCo.

Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by the exams officer. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of which is to be assessed in conjunction with JCQ guidelines.

Assessors of access arrangements will not undertake any assessment until evidence of their qualification(s) has been obtained and checked by the SENDCo. A copy of the assessor's qualifications will be kept by the SENDCo for inspection purposes. The assessor will follow the procedure set out in the JCQ Access Arrangements and Reasonable Adjustments publication.

9.1 Use of word processors

We may allocate the use of a word processor to a candidate as part of access arrangements or as a reasonable adjustment where appropriate, including:

- When it is their normal way of working, i.e. where the curriculum is delivered electronically, and word processors are provided to all candidates.
- If they need support with handwriting.
- If they have a:
    - Physical disability.
    - Learning difficulty that has a substantial and long-term adverse effect on their ability to write legibly.
    - Medical condition.
    - Sensory impairment.

The above is not an exhaustive list, so adapt it to suit your school's context.

The SENCO will use their judgement, in collaboration with relevant members of staff where necessary, to make decisions about when a word processor is appropriate outside the specific listed examples above.

We will make sure that:

- The proposed arrangement will not disadvantage or advantage a candidate.
- The use of a word processor will not compromise the assessment objectives or the integrity of the assessment and will be used under secure conditions. Where these objectives would be compromised, then a word processor will not be granted for use by a candidate.
- We will also make sure that the word processor:
- Has the spelling and grammar check and predictive text software disabled, unless allowed as per the candidate's access arrangements.
- Does not have internet connectivity during the exam.
- Has been cleared of any previously stored data, along with any portable storage medium used (and where any authorised memory stick is provided to or used by the candidate, the memory stick will be cleared of any previously stored data).
- Does not allow access to other applications such as a calculator (where prohibited), spreadsheets or emails.
- Does not have graphic packages or computer-aided design software, unless permission is given.
- Does not have computer reading (text to speech) software, unless the candidate has permission.
- Does not have speech recognition technology, unless the candidate has permission.

The word processor will not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

All equipment will be checked to make sure it's in working order and sufficiently charged for the duration of the examination.

Candidates provided with the use of a word processor will be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where we accommodate a candidate in another room, a separate invigilator will be present.

Candidates will be:

- Reminded to make sure that the centre number, candidate number and the unit/component code appear on each page as a header or footer, or to handwrite their details on the printed documents where this feature is

not available (where the candidate needs to handwrite their details, they will be supervised to make sure that's solely what they're doing and not re-reading their answers or amending their work in any way).

- Reminded to save their work at regular intervals, unless 'autosave' has been set up on the device to make sure that the candidate's work is not lost because of a technical issue.
- Advised to use a minimum font size of 12pt and double spacing.

Each page of the typed script will be numbered.

The word processor will be connected and sent to print by the candidate once they have completed their exam. An invigilator will then escort the candidate to a printer.

The word processor will be connected to a printer so that the script can be printed off and will be done once the examination is over. The candidate must be present to verify that the work is their own and then the script will be attached to any answer booklet that contains some of the answers. We may also be required by the awarding body to include a word processor cover sheet with the candidate's typed script.

We may retain electronic copies of a word-processed script, and this may be accepted by an awarding body where the printed copy has been lost, and it is demonstrated that the file has been kept securely.

10. Contingency planning

Contingency planning for exam administration is the responsibility of the head of centre and exams officer and all centres must have a written examination contingency plan that covers all aspects of examination administration, in accordance with JCQ guidelines.

All relevant centre staff must be familiar with the contingency plans, which are available via email and are in line with the 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, JCQ Guidance and awarding organisations.

11. Estimated grades

Heads of Faculty, in consultation with faculty staff are responsible for submitting estimated grades to the exams officer when requested.

12. Managing invigilators

External staff will be used to invigilate examinations. The head of centre, a senior member of centre staff, such as an Assistant Vice Principal, or the exams officer must ensure that a teacher, teaching assistant, tutor or a senior member of staff who teaches the subject being examined, or a teaching assistant who has supported one or more candidates, is not an invigilator during the examination.

These invigilators will be used for both internal and external exams.

Recruitment of invigilators is the responsibility of the principal and the exams officer and any new invigilators and/or those facilitating an access arrangement for a candidate under examination conditions must receive thorough training on JCQ guidelines.

If invigilators require Disclosure and Barring Service (DBS) checks, academy HR staff are responsible for obtaining these.

DBS fees are paid by the centre.

Invigilators rates of pay are set by the academy trust.

Invigilators are recruited, timetabled, trained and briefed by the exams officer.

13. Malpractice

The Head of Centre, in consultation with the exams officer, is responsible for ensuring that suspected malpractice is thoroughly investigated. Malpractice does not necessarily involve an intention to cheat or gain an unfair advantage. Examples of malpractice include, but are not limited to:

- Unauthorised use of a mobile phone or internet-enabled device in examinations.
- Copying or allowing work to be copied.
- Posting work on social media prior to an exam.
- Collusion or working collaboratively.

Candidates will be informed and advised to avoid committing malpractice in examinations/ assessments via assemblies and at the beginning of each examination taken. Suspected malpractice issues will be escalated within the centre and reported to the relevant awarding body.

Candidates and invigilators will receive written guidance that will also be shared at the beginning of each examination. If malpractice is suspected or reported, it will be investigated by the Head of Centre then escalated to the relevant examination board.

See 17.1 Artificial Intelligence (AI) for information about AI and malpractice.

14. Exam days

The exams officer will:

Book all exam rooms (after liaising with other relevant users).

Make question papers, exam stationery and materials available for the invigilator.

Site management staff are responsible for setting up the allocated rooms and will be advised of requirements at least 10 working days in advance.

The invigilators and exams officer will start and finish all exams in accordance with Instructions for Conducting Exams (ICE) – Joint Council for Qualifications.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with " Instructions for Conducting Exams (ICE) – Joint Council for Qualifications.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of faculty accordance with JCQ's recommendations and no earlier than 24 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with invigilators and academy support staff.

Emergency evacuation of the examination room will be outlined within the centre's exam contingency policy, which will be subject to inspection by the JCQ Centre Inspection Service.

In the event of an emergency, a full report of the incident must be produced and retained on file and any breach of question paper security or malpractice must be reported to the awarding body immediately.

14.1 Key Holders

JCQ requires there to be up to 6 clarified key holders for the Secure Exam Store. The assigned key holders are:

1. Exams Manager/Officer.
2. Asst Exams Officer – where applicable.
3. Head of Centre / Principal.
4. Trust representative.

15. Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the heads of faculty.

Our published rules on acceptable dress and behaviour always apply. **(**The expectation is that all candidates will wear their academy uniform to all examinations).** Candidates' personal belongings remain their own responsibility, and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject.

Candidates must not be in possession of devices which could provide an advantage, including:

- earphones or earbuds (e.g. AirPods);
- mobile phones;
- MP3/4 players or similar devices;
- smart glasses;
- tablets (e.g. iPads or iPods);
- watches;
- any other smart devices

Any precluded items will be collected in prior to the examinations commencing.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Invigilators will be able to contact the exams officer or use a radio for assistance if needed. Candidates are expected to stay for the full exam time at the discretion of the exams officer.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. If a student leaves the exam room unattended, they will not be allowed to re-enter the exam room.

The exams officer is responsible for handling late or absent candidates on exam day.

Invigilators are to complete the register once the exam has started, this will then be collected by the exams officer and taken to the attendance team. Parent/carers will be contacted by the attendance team in the first instance to find out why candidates are absent. If needed, the candidate will be fetched by a member of staff and brought to the academy in order to sit their exam.

Any students that arrive past the supervision window will not be allowed to sit the exam. For exams lasting less than one hour, this is the published finishing time of the exam. For exams of one hour or more, this is one hour after the published starting time of the exam.

Candidates are identified by the following means:

- School photographs of all the students are available in each exam room, along with cards on each desk with candidate information and photograph.
- Leadership team will be available to help identify candidates at the start of the exam.

Candidates are allowed water in the exam room. This must be in a clear bottle, preferably with a flip lid, with no labels. Scissors are available in every exam room to remove labels before students enter the room. Students are not permitted to eat in exam rooms unless there is a medical need, in which case it will need to be in a clear container with no labels.

The exams officer is responsible for handling late or absent candidates on exam day.

15.1 Clash candidates

The exams officer will be responsible for making arrangements for clash candidates, including:

- Supervising escorts.
- Identifying a secure venue.
- Arranging overnight stays where necessary.

16. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the exams officer/senior leaders.

The candidate must support any special consideration claim with appropriate evidence within 5 working days of the exam.

The exams officer will make a special consideration application to the relevant awarding body within 5 working days of the last exam.

17. GCE and GCSE non-examination assessments

Teaching staff who deliver non-examination assessments will follow the correct specifications and the specification and instructions provided by the awarding body, or JCQ Non-examination assessments 2025-2026 – Joint Council for Qualifications appropriate.

The academy will provide cover for staff to allow time to co-ordinate and standardise all marking of centre-assessed assessments. It is the responsibility of the HOF, and the teachers involved to ensure this is done in such a way that it meets all examination board criteria.

It is the duty of heads of faculty to ensure that all non-examination assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details, and the date and time sent.

Marks for internally assessed work are provided to the exams office by heads of faculty and subject teachers. The exams officer will inform staff of the deadline date for appeals against internal assessments.

All work is checked for use of AI/Plagiarism prior to submission.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

Appeals will only be considered 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/NEA has been assessed unfairly, inconsistently, or not in accordance with the specification for the qualification.

Appeals should be made in writing by 30 June to the principal (or other nominee) who will decide whether the process used conformed to the necessary requirements.

The principal's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

If tests are automated, a free re-test may be offered or the test re-scheduled if it is found that any error is apparent.

17.1 Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. ACET recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images., all AI-generated content must be properly attributed.

Where a student uses an AI tool, the student should retain a copy of the question(s) asked and the AI-generated responses. Students must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content.
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments.
- Not using AI as the sole means of marking candidates' work.

As students are completing any coursework / NEA type tasks, they will routinely check for use of AI/Plagiarism using the checker **'turnitin'.**

Students will be taught about the use of AI and the rules/implications related to the subject and exam board being studied.

Staff will be trained about the use of AI and the software, **'turnitin.'**

Teaching staff will also regularly check work using **'turnitin'** during the period of completion. They will also check work one final time at the point of completion and prior to any final marking.

Parents/carers will also be informed about the regulations relating to the use of AI.

Students and their teachers will sign exam board declaration sheets and signpost if any form of AI has been used.

The Head of Centre will ensure that this process takes place.

For more information on AI misuse, see guidance from JCQ on AI use in assessments. Any misuse of AI tools may be treated as malpractice.

18. Results and certificates

Candidates will receive individual results slips on results days. These can be collected from academy staff. If you are not able to attend on results day, then please write to the exams officer. Results will be posted. If you are nominating someone else to collect for you, they will be expected to bring proof of identity and a letter from the student confirming permission for the nominated person to collect the results on their behalf.

The results slip will be in the form of a centre-produced document.

Arrangements for the centre to be open on results days are made by the principal and the exams officer.

The provision of the necessary staff on results days is the responsibility of the exams officer and the Head of Centre.

Dates of results days each year will be publicised for all candidates through the academy website, information leaflets and letters home.

Any potential or actual breach of results will be reported immediately to the relevant awarding body.

Certificates

Certificates are normally received in the academy by the beginning of November each year. The academy is not able to access certificates from awarding bodies before this date.

Certificates will be issued to candidates promptly upon receipt. Candidates are responsible for collecting their certificates in person or arranging collection by a nominated third party. Written authorisation from the candidate and appropriate identification will be required. Due to the cost of replacement certificates, the academy does not routinely post certificates to minimise the risk of loss in transit

Certificates will not be withheld for any reason, including unpaid fees or disputes, unless authorised by the relevant awarding body in exceptional circumstances. A record of certificates issued will be maintained.

Unclaimed certificates will be retained securely by the academy for a minimum of 12 months from the date of issue. After this period, they will be securely destroyed or returned to the awarding body where secure destruction is not possible. A record of destroyed certificates will be kept for four years and will include candidate number, awarding body, qualification(s) and examination series.

Candidates will be informed that some awarding bodies do not offer replacement certificates. In such cases, a Certifying Statement of Results may be issued, providing an official record of achievement.

All certificates remain the property of the awarding bodies and will be returned upon request.

18.1 Enquiries about results (EARs)

Enquiries about results may be requested by centre staff or the candidate following the release of results.

A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

The cost of EARs will be paid by the centre. If the request is made by the candidate only, then a request will be made by the academy for the student to cover the cost of the re-mark.

The cost of EARs is set out in section 7 of this policy (‘Exam fees’).

All decisions about whether to make an application for an EAR will be made by heads of faculties.

If a candidate’s request for an EAR is not supported, the candidate may appeal, and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the exams officer and the Head of Centre, following the JCQ guidance.

18.2 Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 10 working days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Applications for EARs cannot be submitted once an original script has been returned.

The exams officer is responsible for processing requests for ATS.

The cost of ATS will be paid by the centre or the candidate.

The cost of ATS is set out in section 7 of this policy ('Exam fees').

19. Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed annually.

20. Links with other policies

This policy links with our policies on:

- Exam contingency plan
- Whistle-blowing policy
- Complaints policy
- Data protection policy

Addendum 1
Exams Contingency Policy

1. Aims

This plan aims to:

- Examine potential risks and issues that could cause disruption to the management and administration of exams.
- Mitigate the impact of disruptions by providing actions or procedures to follow.

2. Legislation and guidance

This plan complies with the "https://www.jcq.org.uk/exams-office/general-regulations", which requires all exam centres to have a written examination contingency plan/examinations policy.

This plan also complies with our funding agreement and articles of association.

It is also based on:

- Ofqual's https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland guidance on contingency planning.
- JCQ's "https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan".

3. Responsibilities

3.1 Head of centre

The head of centre is Chela Wilson (the principal).

They are responsible for making sure that:

A written examination contingency plan/examinations policy is in place and covers all aspects of exam/assessment administration.

Staff are aware of these plans.

There are procedures in place to maintain the security of user accounts (see section 4).

3.2 Senior designated contact(s)

The senior designated contact(s) must be available to manage emergency requests from awarding bodies that are results-related during the summer holidays.

3.3 Examinations officer

The examinations officer has a distinct/separate role to the head of centre and is responsible for:

Appointing and training a member of staff as an examinations assistant who can take over their responsibilities in the event of their absence.

3.4 Staff and invigilators

Staff and invigilators involved in the centre's exam/assessment process are responsible for reading, understanding and implementing the contingency plan.

4. Cyber security arrangements

Exam/assessment planning includes appropriate preventive measures against issues relating to cyber security, for example, candidates' work is backed up on 2 separate devices, including 1 off-site back-up.

The head of centre is responsible for ensuring 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 "https://www.jcq.org.uk/exams-office/general-regulations"JCQ 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.

5. Monitoring arrangements

This policy will be reviewed by the exams officer every year before each exam series. At every review, the policy will be shared with the governing board.

6. Links with other policies

This policy is linked to our:

Assessment policy

Contingency Plan

Any contingency planning should be in line with JCQ guidance Preparing for disruption to exams – Joint Council for Qualifications

7.1 Alternative site(s)

If examinations/assessments cannot be conducted at the centre's registered address, the alternative site is: Brookfield Junior Academy.

7.2 Scenarios

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption of teaching time in the weeks before an exam – centre is closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning, e.g. if the centre is forced to close due to increasing rates of contagious disease or a serious premises issue.	Seek advice from relevant awarding organisations and JCQ Have a contingency plan to facilitate alternative methods of learning, alternative venues or both. Offer candidates an opportunity to sit any examinations missed at the next available series. Communicate any changes to your plans with parents, carers and students	Head of Centre
Candidates unable to take examinations because of a crisis – centre remains open.	In the event that candidates are unable to attend examination centres to take examinations as normal,	Communicate with relevant awarding organisations at the outset to make them aware of the issue. Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations Communicate any changes to your plans with parents and students Offer candidates an opportunity to sit any examinations missed at the next available series Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements	Head of Centre

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre	Inform relevant awarding organisations as soon as possible. Refer to emergency plans and/or health and safety policy, where appropriate Head of Centre will decide whether the centre is safe to open, based on advice or instructions from relevant local or national agencies Use alternative venues in agreement with relevant awarding organisations (alternative venues – Brookfield Junior Academy. Small room provision will be moved to Brookfield Academy. Communicate any changes to your plans with parents, carers and students. Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Offer candidates an opportunity to sit any examinations missed at the next available series, if possible	Y11 senior leaders (responsible for informing students of new venue) Exams Manager / officer (responsible for papers and Invigilators)
Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations	Find out from the awarding organisation if they're able to organise an alternative courier and time to deliver hard copies. If the above isn't possible, you will receive electronic access to papers via a secure external network. You will need to have plans in place to ensure you can receive, make and store papers under secure conditions. As a last resort, your awarding organisation may consider rescheduling the examination	Exams manager / officer

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts	If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection. Only make alternative arrangements after approval from the awarding organisation and make sure papers are securely stored until collection. Ensure secure storage of completed examination papers until collection. If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the JCQ ICE guidelines	Exams officer / manager
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts	If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection. Only make alternative arrangements after approval from the awarding organisation and make sure papers are securely stored until collection. Ensure secure storage of completed examination papers until collection. If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the JCQ ICE guidelines	Exams officer / manager

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement. Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series	Head of Centre
Centre is unable to distribute results as normal or facilitate post results services	In the event that the centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services	Contact awarding organisations about alternative options. Make arrangements to access results at an alternative site. Share facilities with other schools/colleges if possible. Co-ordinate access to post results services from an alternative site Contact the relevant awarding organisation if electronic post results requests are not possible	Head of Centre

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Absence of exam officers, teaching staff and/or invigilators	In the event of the exams officer being absent due to illness or other circumstances	Vice Principal/Y11 PLL to be made aware and support invigilators. Lead invigilator to take over role of exams officer and delegate to other invigilators. Exams Assessor to support lead invigilator with the completion of exams. Book supply invigilators in advance, giving the relevant training. Exams Officer from Swinton Academy/Shirebrook/Aston to support in any exam related queries or support staff at Swinton Academy. Where possible, the Academy will nominate a designated alternative contact, registered within the centre details held by the Exam Board, to ensure the continuous administration of exams and the timely submission of special consideration applications during staff absence.	Head of Centre
Lack of appropriately trained invigilators	In the event of agency staff/staff in school being asked to invigilate exams. Newcomer invigilators who have not had the full training opportunity but enough to observe experienced invigilators.	Make sure in the main venue there are enough adequately trained invigilators and allow the less experienced invigilators to observe in their role. Exams officer to invigilate if there are not enough experienced invigilators in any room. In small exam venues, make sure there is a highly experienced invigilator as the lead invigilator. Use staff in school who have invigilator experience to support in exam rooms where they have not taught the students.	

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Failure of IT systems	In the event of exam work not saved correctly, therefore unable to be sent off the awarding bodies. In the event of modern foreign language listening materials not accessible	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Offer candidates an opportunity to sit any examinations missed at the next available series, if possible	Head of Centre / IT team
Lack of appropriate exam rooms	In the event of selected rooms being unusable	Consult with staff to see if other rooms are available to be used. Double-up on other selected rooms, making sure access arrangements and JCQ guidelines are being followed.	Head of Centre / exams team / cover supervisors

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Emergency evacuation of the exam room (or centre lock down)	In the event of a fire drill. In the event of a centre lockdown.	Invigilators to reassure candidates that the exam will continue until further information received. Invigilators to continue with the exam until information given by the fire marshal of the area of the exam room. If necessary, ask the candidates to stop writing, and safely exit the room following the fire exit and following the school fire evacuation procedure. Invigilators to collect the papers and take them with you if they are able. Invigilators to take the exam room paperwork to be able to complete a register when in the safety area. Invigilators to shut all windows, lock doors, turn lights out and cover any uncovered windows. Invigilators to read out the script given for during a lockdown event. Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Offer candidates an opportunity to sit any examinations missed at the next available series, if possible.	Head of Centre
Secure room is inaccessible.	In the event of a flood (or similar) in the exam's office/store	JCQ centre inspection service to be contacted immediately. Contact awarding organisations about alternative options. Access papers on awarding bodies websites and print for the students.	Head of Centre / Site team

Addendum 2

Non-examination assessment policy

1. Aims

This policy aims to:

Cover procedures for planning and managing non-examination assessments.

Define staff roles and responsibilities with respect to non-examination assessments.

Manage risks associated with non-examination assessments.

2. Guidance

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the Instructions for conducting non-examination assessments (GCE & GCSE specifications) – Joint Council for Qualifications https://www.jcq.org.uk/knowledge-hub/instructions-for-conducting-nea/ which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on:

Post results – Joint Council for Qualifications Qualifications Notice

https://www.jcq.org.uk/exams-office/non-examination-assessments/notice-to-centres---sharing-nea-material-and-candidates-work

"https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/" Artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

This policy also complies with our funding agreement and articles of association.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

Task setting

Task taking

Task marking

The rules often vary across subjects.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

In our school, the head of centre is Chela Wilson

The head of centre is responsible for ensuring that:

The centre's non-examination assessment policy is fit for purpose.

The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.

Relevant members of staff respond promptly to resets for information from awarding bodies relating to the administration and conducting of exams and assessments.

The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work.

The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse.

Teachers and assessors are familiar with AI tools, their risks and AI detection tools.

The JCQ's information for candidates is distributed to all candidates prior to assessments taking place.

The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.

Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.

4.2 Senior leaders

Senior leaders are responsible for:

Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.

Ensuring that teaching staff are aware of the potential for malpractice.

4.3 Subject leaders

Subject leaders are responsible for:

Familiarising themselves with JCQ instructions for conducting non-examination assessment.

Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body.

Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment.

Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.

Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times.

Undertaking appropriate departmental standardisation of non-examination assessments.

4.4 Teachers

Teachers are responsible for:

Understanding and complying with JCQ instructions for conducting non-examination assessment.

Understanding and complying with JCQ guidance on AI use in assessments.

Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action.

Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice.

Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse.

Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website

Marking internally assessed work to the criteria provided by the awarding body.

Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly.

Ensuring that student's work is backed up in the event of IT system corruption and cyber-attacks.

4.5 Examinations officer

The examinations officer is a distinct role performed by a different individual to the head of centre. The examinations officer is responsible for:

Supporting the administration/management of non-examination assessment

4.6 Special educational needs co-ordinator (SENCo)

The SENCo is responsible for:

Ensuring that all relevant staff are aware of any access arrangements that need to be applied.

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of faculty will:

Select from non-examination assessment tasks provided by the awarding body, or

Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification.

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

Invigilators are not required.

Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'.

Candidates do not need to be directly supervised at all times.

The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body.

Teachers will ensure that:

There is sufficient supervision of every candidate to enable work to be authenticated.

The work that an individual candidate submits for assessment is his/her own.

Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own.

Where candidates work in groups, the teacher will keep a record of each candidate's contribution.

The teacher will also:

Ensure that candidates understand the need to reference work.

Give guidance on how to do this, and

Ensure that candidates are aware that they must not plagiarise other material.

6.2 Advice and feedback

Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

Unless specifically prohibited by the awarding body's specification, teachers may:

Review candidates' work and provide oral and written advice at a general level.

Having provided advice at a general level, allow candidates to revise and redraft work.

Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner.

When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.

Teachers will not provisionally assess work and then allow candidates to revise it.

Explicitly prohibited assistance will not be given.

Failure to follow this procedure constitutes malpractice.

6.3 Resources

Teachers will be aware of the awarding body's restrictions with regard to access to resources.

Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.

Candidates will not introduce new resources between formally supervised sessions.

Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Where the task is being completed on computers, Heads of Faculty will liaise with the IT team to ensure that student IT accounts are set up with the correct permissions and time limits. Teachers will ensure that students use the secure accounts to complete the tasks.

6.4 Group work

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.

Where it is permitted, some assignments may be undertaken as part of a group.

Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified.

Group assessment is not permitted.

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

Where required by the awarding body's specifications:

Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers will sign a declaration of authentication after the work has been completed confirming that:

The work is solely that of the candidate concerned.

The work was completed under the required conditions.

Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

8. Task marking

8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

The Internal Appeals Procedure (Addendum 6) details how the centres will manage internal appeals of centre assessed work. We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Teachers will not use AI as the sole means of marking candidates' work.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. This register must be retained until the deadline for requesting a review has passed.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

Submit work which is not their own.

Make their work available to other candidates through any medium, including social media.

Allow other candidates to have access to their own independently sourced material.

Assist other candidates to produce work.

Use books, the internet or other sources without acknowledgement or attribution.

Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used.

Include inappropriate, offensive or obscene material.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

The piece of work will be awarded zero marks.

The candidate will be disqualified from that component for the examination series.

The candidate will be disqualified from the whole subject for the examination series.

The candidate will be disqualified from all subjects and barred from re-entering for a period of time.

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. Monitoring

This policy will be reviewed by the exams manager / officer at the beginning of each academic year. At every review, the policy will be shared with the governing board and approved by the trustees.

12. Links with other policies

This policy should be read in conjunction with the assessment policy.

Addendum 3
Word Processor (Exams)

References in this addendum to AA and ICE relate to/are directly taken from the JCQ Access Arrangements and Reasonable Adjustments Guidance Access Arrangements, Reasonable Adjustments and special consideration – Joint Council for Qualifications and Instructions for Conducting Exams (ICE) – Joint Council for Qualifications publications.

Key staff involved in awarding and allocating word processors for exams

SENDCo	Richard Gibson
ACET Inclusion Lead/Specialist Assessor	Richard Gibson – ACET Inclusion Lead - Paige Latham/Carol Crookes – Specialist Assessor
Exam's officer	Melissa Darwent
Exam Access Coordinator	Paige Latham
SLT member(s)	Sarah Beevers
IT for Exams manager	Luke Fairclough

Introduction

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

(AA 4.2.1)

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

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements 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 in each specification. Subjects and their methods of assessment may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements on a subject-by-subject basis.

Purpose of the addendum

This policy details how Aston Academy complies with AA (chapter 4) Managing the needs of candidates and principles for centres and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

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

The use of a word processor

The centre will:

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include:
    - a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly
    - a medical condition
    - a physical disability
    - a sensory impairment
    - planning and organisational problems when writing by hand.
    - poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1).
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2).
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3).
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4).
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2).

The centre will not:

- simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4).

Exceptions:

The only exceptions to the above where the use of a word processor would be considered for a candidate would be.

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

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

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

A candidate using a word processor is accommodated within an onsite satellite examination venue.

In compliance with the regulations, the centre:

provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) 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 his/her 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 such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

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

ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet).

instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24).

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 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 and is not connected to an intranet or any other means of communication.

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), spreadsheets etc.

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

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

does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software.

is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

does not include AI tools.

Portable storage medium

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

is provided by the centre.

is cleared of any previously stored data.

Printing the script after the exam is over

The centre will ensure:

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

the candidate is present to verify that the work printed is his or her own.

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

a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions).

Addendum 4
Lockdown and Emergency Evacuation Policy

Aims:

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

A lockdown may be required in the following situations:

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

Management of Intruder Process

An intruder is any person who is not a student and who is inside the building or within the Academy's secure part of the site without wearing a visitor or staff lanyard.

If you spot an intruder and the intruder does not appear threatening, members of staff should challenge them and offer assistance to take them back to Visitor Reception where they should sign in and receive the appropriate lanyard to wear. Staff must escort them all the way back to reception to ensure that they leave the secure part of the building in order to properly sign in.

If the intruder is uncooperative but not threatening, then SLT must be informed. SLT will try to resolve the situation. If this is not possible and the intruder does not wish to leave or sign in correctly, then the SLT member of staff would normally treat this in the same way as a threatening intruder and follow the procedure below.

If you spot either an armed person or an intruder who appears threatening, inform visitor reception immediately. Visitor reception will inform the police Visitor reception will inform SLT, Site Manager, then sound an alarm to alert all building occupants to the threat.

On hearing the alarm teachers of students should ensure that the students go into a classroom and to close the door to prevent access by the intruder. If blinds are provided, they should be closed. Students are to be reassured and encouraged to remain silent to ensure that they do not draw attention to their position. Students outside or on the field should be taken to the changing rooms or sports hall (whichever is most convenient at the time). Students in breakout areas must be moved into the nearest available classroom. Support staff should move into their office and ensure that doors and blinds are closed and remain silent.

The principal (or the member of SLT on call in their absence) will monitor the situation. The principal will follow the Critical Incident Management Plan to manage the situation.

Staff should not release students until an announcement made by the receptionist (or appropriate designated person) that the situation has cleared is made via the public address system.

If the alarm is sounded at lunch, break or before or after school students must move to the nearest available classroom for their own safety.

When there is an emergency, the receptionist should sound the appropriate alarms and then immediately leave the reception area, contact the Principal and Site Manager from a place of safety (admin office).

With regard to conducting examinations, the focus before, during and after an exam will be:

the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations.

maintaining the integrity and security of the examinations/assessments process.

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 locked down.

To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the 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.

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 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.

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 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).
- 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 to the entrance to the examination room.
- take an attendance register/head count if possible.
- if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.

During an examination

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

Invigilators will:

- tell candidates to stop writing immediately and 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.

- 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 to the entrance to the examination room.
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.
- Where safe/possible, the 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.

The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies.

After an examination

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

Invigilators will:

- stop dismissing candidates from the exam room.
- instruct candidates who have left the room to re-enter the exam room.
- instruct candidates to remain silent and hide under 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 to the entrance to the exam room.
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.

Ending a lockdown

The lockdown will be ended by either

- An announcement.
- 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 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 (via 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 lead by the head of centre to discuss the lockdown and offer ongoing support.
- If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.

Emergency Evacuation:

In the event of emergency evacuation during examinations the invigilators must:

- Ask students to stop writing immediately and note what time the exam has been interrupted.
- Make sure that students leave all belongings and examination scripts in the exam room.
- Make sure students remain in silence and when instructed make their way to their designated area.
- Take the attendance register to check that all students are accounted for.
- Only re-enter the building with students when instructed by a member of Senior Leadership Team.
- Remind students that they are still under strict exam conditions and should carry on with the examination when instructed to do so with the remainder of time allowed for the examination.
- Notify the examination officer so that examination boards can be made aware of any disruption so that special consideration could be applied for if necessary.

Addendum 5
Conflict of Interest Policy

Aims:

It is the responsibility of the head of centre to ensure that Swinton Academy has a written conflicts of interest policy in place available for inspection. This policy confirms that Swinton Academy 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 stepfamily, 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 stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- Centre staff are taking qualifications at their own centre which do not include internally assessed components/units • centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

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

General principles

A process is in place to collect information from all centre staff to identify and manage any conflicts of interest.

Managing conflicts of interest

The Exams Officer sends out an electronic copy of a conflict of interest form to all centre staff. This is used to create a digital log of any conflict reported. The relevant awarding body is informed of any specific conflict of interest prior to the published deadline of entries for each examination series. The agreed measures/protocols put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log, and the affected members of centre staff are informed of these measures/protocols.

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 exams officer

- Ensure the process for collecting declarations of interest is undertaken.
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are taking qualifications which include internally assessed components/units at their own centre; Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) for qualifications which include internally assessed components/units (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 (GR 5.3).

Addendum 6
Internal Appeals Procedures

Appeals Relating to Internal Assessment Decisions

The process for managing appeals against centre assessments is detailed below which follows JCQ guidelines. Swinton Academy 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.

1. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Swinton Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
2. Swinton Academy will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
3. Swinton Academy will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
4. Swinton Academy will, having received a request for copies of materials, promptly make them available to the candidate.
5. Swinton Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
6. Requests for reviews of marking must be made in writing.
7. Swinton Academy will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
8. Swinton Academy will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
9. Swinton Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
10. The candidate will be informed in writing of the outcome of the review of the centre's marking.
11. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
12. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Swinton Academy and is not covered by this procedure.
13. If the candidate is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the principal and a member of the Governing Body.

The following table must be used to report and record any appeals

Appellant	Date of appeal	Reason for appeal	Who is investigating	Outcome and date.

Appeals relating to post-result services

This procedure confirms Swinton Academy's 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 online 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.

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. Before they sit any exams, candidates are made aware/informed by a briefing during assembly and/or a letter home.

If the centre or a candidate (or his/her 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 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:

1. Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking.
2. 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.
3. Collect informed written consent/permission from the candidate to access his/her script.
4. 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.
5. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified.
6. Collect informed written consent from the candidate to request the RoR service before the request is submitted.
7. 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 he/she may request the review by providing informed written consent (and the required fee) 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 his/her script to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request.
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request.
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample].

If the candidate (or his/her 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 to the centre [insert your centre's process, for example – by completing the internal appeals form] at least [X 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 his/her appeal before the internal deadline for submitting a RoR.

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

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

Appeals relating to access arrangements and special consideration

This procedure confirms Swinton Academy's compliance with JCQ's General Regulations for Approved Centres (section 5.3x) 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.

Swinton Academy 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, Swinton Academy:

- 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 has 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 AARA (Importance of these regulations).

Special consideration

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

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

This may include Swinton Academy'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 Swinton Academy makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

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

To 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 via a written letter. If the appeal is upheld, Swinton Academy will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues

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

Where Swinton Academy 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 internal appeals form should be completed and submitted to the Exams Officer on behalf of the principal before the internal deadline.

The appellant will be informed of the outcome of the appeal via letter once a decision has been made.

The internal appeals form, and complaint and appeals log are available from the Exams Officer throughout the academic year, and at key times of the exam cycle (such as results day). These are also saved in the shared folder for exams, should the Exams Officer be absent.

Addendum 7
Escalation Policy

Aims

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.

Should the Head of Centre or a member of leadership team in charge of exams be absent, duties will be given to another member of leadership team for the below key aspects of the exam cycle:

- Before examinations (Planning) - main duties and responsibilities relate to:
- Before examinations (Entries and Pre-exams)
- During examinations (Exam time)
- After examinations (Results and Post-Results

The following JCQ publication should 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

Centre Specific Processes

Appendix 1 - The criteria our academy uses to award and allocate word processors for examinations

Our academy only awards the use of word processors for examinations where a candidate has a firmly established need, it reflects the candidate's normal way of working, and not being awarded a word processor would mean the candidate is at a substantial disadvantage to other candidates.

A word processor may be awarded to a candidate with:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

This list is not exhaustive.

The only exception to the above where the use of a word processor may be considered for a candidate would be -

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

The awarding of a word processor for examinations can only be granted with the permission of the SENDCo following identification of need, consideration of the published criteria (AA), consultation with teaching staff and the gathering of evidence. Our academy staff who identify students they believe meet the criteria for this arrangement should discuss this with the SENDCo before implementing any such access arrangements. Staff also have a responsibility to provide evidence for individual students when requested to do so. Students, and/or their parents/carers, who believe they may be entitled to such an arrangement, should contact the SENDCo to discuss how they meet the criteria.

Arrangements for the use of 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.