

THE DRIVE PREP SCHOOL - PLANNING & ASSESSMENT POLICY **GCSE EXAMINATION POLICY ARCHIVING POLICY**

Planning:

Each teacher is responsible for all planning related to their subject in order to ensure that each child is able to progress at their best pace within a broad and balanced curriculum. Teachers use the National Standards site as a base for planning.

Planning should:

- support sensible time management for both pupils and teachers.
- promote curriculum balance, coherence, continuity and progression for all our pupils.
- be the process that allocates the total teaching time allotted to each area of learning.
- translate the national curriculum through carefully agreed schemes of work into daily and weekly activity; taking account of the specific needs of the individual and their previous learning.
- allow for effective use of resources.
- encourage group work as a mode to challenge and extend children's learning.
- encourage independent learning by providing tasks which stimulate pupils and involve them in research and investigation.
- allow for the possibility of pupils to set their own targets. Targets are displayed on the class notice board.

Planning is carried out on several levels: daily, weekly, termly and yearly (short, medium and long term plans). Long and medium term plans are written in accordance with the schemes of work and with discussion with teaching staff at the beginning of each term or year. Short term plans are monitored and stored by each member of staff.

The Headteacher monitors planning and gives feedback to each member of staff regarding the quality of planning and outcomes at the beginning of the year.

Assessment:

We believe that assessment and recording are at the heart of effective teaching and learning. When it affects planning and informs teaching, it raises standards. It should give pupils of both genders from all racial backgrounds the opportunity to achieve to the best of their ability. Teachers are guided by assessment for learning and pupil progress areas of the Standards Site. Checking Progress is paramount and should be considered essential monitoring.

Through our assessment and recording policy we aim to:

- Ensure that assessment is based on and matched to clear learning objectives.
- Ensure that assessment is shared with other teachers, pupils and parents/carers and outside agencies where necessary.
- Recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects.
- Identifying pupils' strengths and weaknesses.
- Identify pupils with special educational needs and those who require extension so as to produce more accurate IEPs.
- Provide pupils with the opportunity to review their work, to self assess and to set future targets.
- Hire staff or provide appropriate training to staff who have qualifications in specific assessment areas.
- Add to a pupil's profile folder so that it becomes a working profile.

Types of assessment:

- Entry profiling/Baseline using NC-PAST SATS PAPERS/GCSE papers.
- Raven's matrices when considered informative.
- Focussed assessment activities.(Aston index, Schonell/Burt reading/spelling assessments twice yearly).
- Questioning/listening.
- Independent research and evidence gathering.
- Practical assessment i.e Arts, Sport
- Open ended questions and tasks.
- Finding out what the pupil knows or can do.
- Observation of a specific task undertaken individually or in groups and notes taken.
- Classwork in exercise books.
- Assessment in relation to criteria given in statements for example; from the literacy and mathematics framework grids showing level/grade descriptors.
- Formative assessment recording sheets related to learning objectives in the curriculum on a weekly to half termly basis depending on subject.
- Peer and self-assessment. Children can take responsibility for aspects of their own learning.
- Mock GCSEs.
- Local Speech and Drama competitions. Certificates. Grades in music theory and tuition for several musical instruments. 2025-drums, guitar and piano offered 1:1.
- Mental mathematics assessments.

Summative

- Key Stage Two papers. Past papers are marked internally.
- Key Stage Three papers. Past papers are marked internally.
- End of autumn and summer term exams results reported to parents..
- Entry to United Kingdom Maths Tests (UKMT) as a challenge for more able pupils are paid for by the school. 2024 Intermediate yr 11 3 Bronze certificates. Junior Yr 8 1

Silver

- 2025 Intermediate for yr 11 a yr 7 x Gold certificate (with automatic entry into Grey Kangaroo test) and Bronze cert yr 10. Gold and Bronze for Junior yr7 and 8.
- GCSE past papers used for exams twice yearly.
- GCSE class pupil progress markers.

GCSE EXAM ENTRY COSTS

Assessment costs to parents

Each GCSE entry is charged to parents at a cost of £60-80 per subject or more depending on combination subjects. This is because independent schools have no funding for GCSE costs. The charge includes exam entry (average £50 per subject), invigilation- extra costs for extra staff, supervision of assessments and administration costs.

Pupils are entered in February of the year of entry and full payment is expected from parents to cover these exam entries by the due date requested: May 2025, when Exam Boards expect payment. Pupils with an EHCP have exam entry fees paid for by Local Authorities.

For the final term (summer term) fees for yr 11, our policy is that the school fees are paid at the beginning of May 2025, before exams/assessments. Owed fees from previous terms must be paid to the school before any GCSEs commence or assessment period. GCSE entry costs will be charged as above.

Pupil Records.

Files are stored in the Rainbow room filing drawers confidentially. It contains previous school records for pupils with an EHCP, this includes reports and standardised diagnostic results obtained at the school. Personal information, contact letters and assessments are stored in locked drawers in the main school office.

Special Needs Records

These are maintained by the Headteacher and SENDco and kept in the Rainbow room with the SEN register with data being recorded online.

Archived Personal Pupil Profiles

These are kept in an assessment drawer in the teachers' resource room. Pupil profiles, Self-assessment forms, questionnaire responses, achievement records, examples of work and information relating to any interests or hobbies. Gifted and talented pupils' records are also kept here.

Examples of levelled pieces of writing.

Monitoring

Assessment is monitored by:

- Observing lessons
- Evidence of quality comments and marks in class books
- Collecting samples of work to be moderated by teachers
- Online monitoring of homework by Headteacher
- Examples of work showing progression.
- Moderators written reports with GCSE results.
- Mocks

Assessment storage

Test papers taken, pupils reading ages and assessment materials are kept in the Rainbow room cupboard. Standardised diagnostic results are kept confidentially in pupil folders in the locked drawers in the Rainbow room.

Reading progress is recorded in a record book which also goes home each day for primary pupils and contains comments from the child, parent and teacher.

Teachers must keep ongoing assessment sheets in their planning files.

Homework progress and marks are entered online and in teacher planners. Progress notes and grades for GCSE and previous school NC levels reached in the core subjects are recorded online in summative assessment and are shared documents for teachers.

GCSE papers for exams are held in secure storage until the time of assessment whereby a second pair of eyes scrutinises all details of the exam delivery including correct date/time/tiers and subject.

Exam paper storage access on exam days has two keyholders who obtain the keys from a combination locked secure box.

Tracking Assessment

Records of NC baseline levels with ongoing progression levels

Reports showing progression by GCSE predicted grade expected.

Tracking sheets used online.

Primary Framework and Secondary Strategy assessment grids. Feedback and results recorded in books.

Areas of study sheets and reports monitor progress and are shown in the three 'Es' grid (Emerging, Expected, Exceeded).

Tracking sheets showing learning objectives for subject lessons and pupil attainment.

Awarding body GCSE assessment criteria sheets.

Self-assessment sheets.

In relation to internal assessment as part of GCSE.

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications

where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three stages:

- Task setting, Task taking and Task marking
- Each stage is subject to a level of control, there are three levels of control:
High, Medium and Limited.

The level of control may differ between stages.

The Examination Officer and the Head of Centre will be;

- familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications

May 2025 full JCQ inspection was passed without any errors.

2.2. Head of Centre, Examination Officer, and Exams Office PA, will be:

- Accountable for the safe and secure conduct of controlled and non-examination assessments, ensuring compliance with JCQ guidelines and awarding bodies' subject specific instructions.
- Coordinate with Subject Leaders for scheduling non-examination assessment sessions if relevant.
- Ensure that sufficient resources will be available and resolve clashes arising from use of facilities, availability of candidates and other activities in the school.
- Ensure all Staff involved are kept informed.

2.3. Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination

assessment from each relevant GCSE awarding body.

- In collaboration with Subject Leaders and Subject teachers, to submit non-examination assessment marks to the relevant awarding body and dispatch candidates' assessments for moderation.
- Where confidential materials are received directly by the exams office, make appropriate arrangements for the security of non-examination assessment materials to be placed in the GCSE hold room.
- Provide assistance and external invigilation for non-examination assessment if requested by Teaching Staff.
- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that staff use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To liaise with the Examinations Officer to obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments.
- To submit non-examination assessment marks to the Exams Office when requested for submission to the relevant awarding body.
- To submit candidates' assessment task for moderation to the Exams Office when requested for despatch to the relevant awarding body.
- To ensure the security of non-examination assessment materials when the

material is in the Department.

2.5. SENDCo

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to access arrangements.
- To work with Teaching Staff to ensure requirements for support Staff are fulfilled and that Access arrangements are in place.

2.6. Subject Teachers and Examination Officer:

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specifications allow.
- Ensure that candidates and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate standardisation of non-examination Assessments
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENDCo and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting

In accordance with specific GCSE awarding body guidelines, Subject Leaders will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.

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

Task Taking

Unless the awarding body's specification says otherwise, the following school arrangements will apply.' No Mobile Phone' & 'Warning to Candidates' posters will be displayed.

Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.

High Control

The use of resources is tightly prescribed and normally restricted to the candidate's preparatory notes. Candidates must be directly supervised throughout the sessions and there should be no interaction with other candidates, candidates must complete their work independently. Display materials which might provide assistance are removed or covered and no assistance of any description is provided. There should be no access to email, internet or mobile phones.

If material is brought into formally supervised sessions via laptop or phones then checks must be carried out to ensure material stored on the devices is permissible and devices must be securely stored between sessions. No new resources should be introduced between formally supervised sessions and materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Medium Control

Candidates do not need to be directly supervised at all times and the use of resources, including the internet, is not tightly prescribed, However Heads of Dept should refer to the specifications or subject specific guidance before commencing a non-examination assessment.

The Centre must ensure that all candidates have the opportunity to participate in an assessment and that the work the candidate submits is their own and can be authenticated as such.

Limited Control

When limited control is specified work may be completed outside of the Centre without direct

supervision. Candidates may have to gather information from published sources when researching and planning their tasks and are allowed unrestricted access to the internet and any electronic and printed resources available. They may also be able to work in groups if the Specification permits this.

Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Teachers should be sufficiently familiar with a candidate's general standard of performance to judge whether a piece of work submitted is within their capabilities.

Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.

Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results or any enquiry concerning malpractice.

In the event of the loss of candidates' work either by candidate or teacher please contact the examinations office for advice.

Enquiries about results

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

Factors affecting individual candidates

If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session may be organised. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat Non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by HT in consultation with Subject Leaders

The Exams Officer will:

- Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries;
- Enter pupils' 'cash-in' codes for the terminal exam series;
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format;

- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines; This can be done in conjunction with teaching staff.
- On the few occasions where controlled assessment cannot be conducted in the Year 11 GCSE exam room, arrange suitable accommodation where controlled assessment can be carried out.

Last Revised:- June 2024

Next Review:- September 2025

GCSE Examination Policy

BEHAVIOUR

The school and the awarding bodies take breaches of examination regulations very seriously. Parents should please impress on your son/daughter the importance of good behaviour in an examination, as any activities that may disturb or upset other pupils will not be tolerated. Any problem occurring during an examination should be brought to the attention of an invigilator supervising the examination.

Before the exam, pupils are asked to wait quietly outside the exam room and to enter and leave in silence. This avoids disturbance to other pupils and does help to maintain a calm atmosphere for those pupils who are nervous about their exams. Pupils who try to communicate with other pupils inside the exam room, or who create a disturbance may be asked to leave and the circumstances will be reported to the Awarding Body. This may result in the pupil not receiving a grade for the whole of that examination. The Headteacher Mrs Sue Parkinson has the power to remove disruptive pupils.

Pupils may wear their own clothes for examinations as we have found that this can help to relax pupils. Of course school uniform is acceptable too. We ask for the cooperation of parents in ensuring pupils are sensibly dressed as we wish to avoid causing stress to pupils in the examination room by moving them if they are in inappropriate clothes eg: low cut tops, very short skirts or shorts and hoodies.

The school rules are no chewing gum or jewellery (rings, necklaces or bracelets should not be worn as they make a noise on the desk). Pupils who are not dressed properly or modestly will not be permitted to sit exams. Shorts, short skirts and low cut tops will not be allowed. Please do not bring any other items such as hoodies, jackets, jumpers or tops with logos and/or pockets to the exam room. Electronic devices such as mobile phones are prohibited and if found on the pupil during an exam will be reported to the awarding body. This always leads to zero marks at least being given for the exam. A room will be set aside for the storage of pupil belongings during an

examination.

pupils who finish early? pupils should use all the available time on their GCSE exams and spend any time at the end checking their answers. In any event the school does not permit pupils to leave until the end of their exam. They must sit quietly at their desk so as not to disturb other pupils.

Special Educational Needs and Disabilities Co-ordinator with the exam officer, will:

- Ensure access arrangements have been applied for;
- Work with teaching staff to ensure requirements for support staff are met.

The school will refer to the guidance provided by JCQ “Centre consortium arrangements for centre assessed work.” This will be reviewed for each exam series by the Exams Officer.

Controlled Assessment

- At the start of a formal session of controlled assessment, candidates will be reminded to pay full attention, turn their phone off and leave outside the room;
- Staff are encouraged at the start of each assessment to ensure that they fully understand the penalties incurred in the case of any kind of malpractice. The Head of Centre will warn candidates that disruption of assessments will be dealt with by shortening the session and providing extra time in another session so that other candidates are not affected, removing any disruptive candidate and/or giving a written warning.

Pupil Malpractice

The Headteacher will:

- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice as follows;
- if the irregularity ie: copying, is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form.
- if the irregularity is identified after the candidate has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body may be informed.

Following the publication of results, the centre will follow the exam boards’ procedures for ‘enquiries regarding results’. In the case of results achieved being below expected levels, the school may request scripts and report pupils who have deliberately sabotaged their exam/s. This behaviour would threaten the integrity of the Awarding bodies exam results and the school’s league table results.

Archiving Policy 2024-25

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	<i>Access Arrangements Online</i> approval, data protection notice and Form 8.	Kept in Exams Office until pupil leaves then transferred to student file.	Pupil files until 25yrs then confidential shredding.
Alternative site arrangements	Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.	Then to be held on file in the Exam Office until the deadline for post-results services and the resolution of outstanding enquiries or appeals.	Confidential disposal
Attendance register copies Exam room checklists Exam room incident logs Seating plans	Checklists confirming exam room conditions and invigilation arrangements for each exam session. Logs recording any incidents or irregularities in exam rooms for each exam session. Plans showing the seating arrangements of all candidates for every exam taken.	Keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later... (Reference ICE 12, 22)	Confidential waste/shredding
Awarding body exams administration information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Recycling
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. Ensure that when scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies... (Reference GR 3.15)	Confidential disposal
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	To be returned to Curriculum Leaders as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically)	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for at least 4 years from the date of certificate destruction. Certificates must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results. [Reference GR 5.14] Certificates always remain the property of the awarding bodies. (Reference GR 5.14)	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.	Certificates must be given to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued; this is to be retained for at least 4 years from the date of certificate destruction. [Reference GR 5.14]	Confidential destruction
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where these materials are securely issued to an authorised member of staff.	To be retained until after the deadline for RoRs, Review of moderation or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Paper recycling
Confidential materials: receipt, secure movement and secure storage logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be retained until after the deadline for RoRs, review of moderation or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Paper recycling
Conflicts of interest records	Records demonstrating the management of conflicts of interest	The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		deadline for reviews of marking, moderation has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 12]	
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Paper recycling
Moderator reports		To be immediately provided to Vice Principal (Academic) for distribution to relevant teaching staff	
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period	To be retained until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).	Confidential waste/shredding
Overnight supervision information	The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP for signing by the candidate, the supervisor and the head of centre	Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested... [Reference ICE 8]	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an RoR or ATS request to be submitted to an awarding body	Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal. This form should be retained on the centre's files for at least six months. [Reference PRS 4, plus appendix A and B]	Confidential waste/shredding
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for at least six months following the outcome of the enquiry or any subsequent appeal	Confidential waste/shredding
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies	Where copies of scripts are retained by the centre for education purposes, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	downloaded by the centre where the awarding body provides online access to scripts.		
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.	Kept on file electronically by EO	Confidential waste/shredding
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained for at least six months following the outcome of any enquiry or subsequent appeal	Confidential waste/shredding
Proof of postage – candidates' work	Proof of postage of sample of candidates' work submitted to awarding body moderators. (Proof of postage of candidates' scripts to awarding body examiners/markers)	To be retained for at least six months following the outcome of any enquiry or subsequent appeal Centre uses 'Yellow Label' Despatch for all but CIE/IGCSE scripts when proof of postage form is completed. All records are kept by EO until at least six months following the outcome of any enquiry or subsequent appeal [ICE 29]	Confidential waste/shredding
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers or a timetable variation.	To be retained for at least six months following the outcome of any enquiry or subsequent appeal	Confidential waste/shredding
Results information	Broadsheets of public examination results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum. [Reference Records Management Toolkit for Schools] Prior to 2012 results information stored in schools records archive until candidate reaches 25 th birthday.	Confidential waste/shredding
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for RoRs, moderation or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 12]	Confidential waste/shredding
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected, or actual, malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	To be retained for at least 4 years or until any time penalty imposed has expired.	Confidential waste/shredding
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Transferred candidate arrangements	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body on line via CAP.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body; reports submitted on line via CAP.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential waste/shredding
Word processed candidates' scripts	Scripts produced by candidates using word processors	To be deleted immediately following receipt of hard copy by exam office	Deletion

Persons Responsible:

N.Faulkner: Head Of Centre.

S.Parkinson: Examinations Officer

D.Worthington: PA/Lead Invigilator

D.Horan: SENDCo

Date: May 2025

Next Review Due: May 2026