Garratt Park School
17. Examinations Policy

Staff Responsible	Committee	Date of Ratification	Review date/term	Circulation
M Bowman	Curriculum	FGB: Nov '24	Autumn 2025	Staff file Website

1. INTRODUCTION

The purposes of this examinations policy are:
- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

This Policy should be read with reference to the school's current Business and Technology Education Council (BTEC) Staff Handbook.

2. EXAM RESPONSIBILITIES

The Headteacher has overall responsibility for the school as an exam centre, including giving advice on appeals and re-marks, and reporting all suspicions or actual incidents of malpractice.

Assistant Headteacher (Curriculum and Attainment) oversees assessment, examinations and accreditations across the school and prepares and presents reports to the Leadership Group showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.

Other responsibilities:

The Examinations Officer:

- Advises Leadership Group and other relevant staff of exam timetables and entry procedures as set by the various exam boards
- Oversees the production of an annual calendar for all exams
- Communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of the timetable
- Ensures the timely registration and entry of candidates in collaboration with subject teachers and BTEC assessors.
- Consults with teaching staff to ensure that necessary coursework is completed
- Confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts
- Identifies and manages exam timetable clashes
- Organises the training of a team of exam invigilators
- Ensures candidates' coursework marks have been entered, and manages returned coursework.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- In the case of BTEC, checks the accuracy of certification claims.
- Checks certificates when received, including those for BTEC accreditation, in collaboration with the designated teacher, those who have taught the candidates and, in the case of BTEC qualifications, the assessor and InternalVerifier.
- To keep assessment records and students' work for the period laid out in regulations. In the case of BTEC, for three years from the date of completion.
- With the lead invigilator, arranges the provision of additional support to help candidates achieve their course aims.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Leadership Group, any appeals/remark requests
- Manages procedures for contingencies during the examination process (APPENDIX C) when an emergency or abandonment occurs during an examination. (APPENDIX D)
- Manages appeals of internally assessed work and Enquiries About Results (EARs) (APPENDICES A and B)

Assistant headteacher leading provision of access arrangements

- Manages access arrangements (see 3. Below and Appendix).

Lead Invigilators:

- Ensure that examinations start on time, with the required stationery.
- Check that notices to candidates are clearly displayed
- Open the papers in front of the candidates
- Supervise other invigilators
- Ensure each candidate has an equal opportunity to demonstrate ability
- Ensure the security of the examination before, during and after the examination
- Prevent malpractice
- Help to prevent administrative failures.

3. ACCESS ARRANGEMENTS

The school recognises that students with special educational needs and disabilities are entitled to access arrangements in examinations, and will always apply these where appropriate and in line with JCQ regulations. (See Appendix F)

4. THE STATUTORY TESTS AND QUALIFICATIONS OFFERED

The statutory tests and qualifications offered are the General Certificate Secondary Education (GCSE), Entry Level Certificate (ELC), Duke of Edinburgh, Award Scheme Development and Accreditation Network (ASDAN), Functional Skills, Certificate in Digital Applications, Arts Award, NCFE and BTEC. The subjects offered for these qualifications in any academic year may be found in the school's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by October of that year by the subject teacher. Decisions on whether a candidate should not take an individual subject will be taken after consultations between subject teachers, the Key Stage coordinator/Deputy Headteacher and assistant headteacher (Curriculum and Attainment).

All students will be entitled to be entered for accreditation appropriate to their ability.

Many accreditations offered by the school involve controlled assignments (at GCSE) or non examination assessment (NEAs). These are carefully managed in line with JCQ guidance (APPENDICES E, F, G and H).

5. EXAM SEASONS

Mock internal exams are scheduled in January and March. All internal mock exams are held under external exam conditions. External exams are held as scheduled by examination boards.

6. ENTRIES, ENTRY DETAILS AND LATE ENTRIES

Candidates are selected for their exam entries by the curriculum leads. Candidates, or parents/carers, can request a subject entry, change of level or withdrawal. The centre does not accept entries from external candidates. Entry deadlines are circulated to curriculum leads via email and the school bulletin. Late entries and withdrawals are authorised by the Deputy Headteacher (Curriculum and Attainment) before being passed to the Examinations Officer.

7. EXAM FEES

The centre will pay all normal exam fees on behalf of candidates. Reimbursement will not be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

8. MISCELLANEOUS

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 department at the end of the exam session, after the despatch of answer scripts to the external marker. A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

9. CANDIDATE CONDUCT

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones, watches and all electronic devices apply at all times. Disruptive candidates are dealt with in accordance with Joint Council for Qualifications (JCQ) guidelines. For exams longer than one hour, candidates will not be allowed to leave the exam room until at least one hour after the published starting time. They will not be allowed to return. The Examinations Officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

10. SPECIAL CONSIDERATION

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Examinations Officer, or the exam invigilator, to that effect. The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor. The Examinations Officer will then forward a completed special consideration form to the relevant awarding body.

11. RESULTS AND CERTIFICATES

Candidates are given the opportunity to collect individual results slips on results days, any not collected will be posted to their home addresses on the same day. Arrangements for the school to be open on results days and the provision of staff are made by the Headteacher. Certificates are collected and signed for by the students. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Replacement certificates are only issued if a candidate agrees to pay the costs incurred. The centre is required to retain certificates for at least one year.

12. ENQUIRIES ABOUT RESULTS (EARS)

EARs may be requested by centre staff or candidates using the process stated in Appendices A and B if there are reasonable grounds for believing there has been an error in marking. If a result is queried, the Examinations Officer, teaching staff and Headteacher will investigate the feasibility of asking for a re-mark at the centre's expense. When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

13. APPEALS AGAINST INTERNAL ASSESSMENT OF WORK FOR EXTERNAL QUALIFICATIONS

Garratt Park School is committed to ensuring that work for external qualification is marked correctly and moderated in line with JCQ requirements. If a student feels that his or her work has been marked inaccurately, he or she may make use of this appeals procedure. Appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the centre for moderation by the awarding body. The appeals process must be carried out using the process published by The Joint Council for Qualifications (JCQ).

14. BTEC VERIFICATION

All BTEC assignments are carried out in class according to the regulations laid down by Edexcel, or any other board which may come to be used for BTEC. All verification forms are in a common format across the school. Staff teaching BTEC qualifications are given a school handbook.

APPENDIX A
INTERNAL APPEALS PROCEDURES

THIS PROCEDURE IS BASED ON JCQ GUIDANCE (2024) AND IS UPDATED ANNUALLY

APPEALS PROCEDURE AGAINST INTERNALLY ASSESSED MARKS

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

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Garratt Park School 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.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark to be submitted to the awarding body

- *Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre mars to the awarding body.*
- *Appeals must be made in writing* (using the **Internal Appeals Form in AppendixC**)
- *The Assistant Headteacher (Curriculum and Attainment), to conduct the investigation, who will not have had any involvement in the internal assessment process for that subject.*
- *The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject-specific associated documents.*
- *The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.*
- *The outcome of the appeal 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 appeal bring any irregularity in procedures to light, the awarding body will be informed.*

  After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of Garratt Park School and is not covered by this procedure.

APPEALS PROCEDURE AGAINST CENTRE DECISIONS NOT TO SUPPORT AN ENQUIRY ABOUT RESULTS

Following the issue of results, the general qualification awarding bodies offer post-results services. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

The service, *Enquiries about Results* (EARs), may be requested by centre staff or candidates (or their parents/carers). (EAR service 3 is not available to individual candidates). If a query is raised about a particular examination result, the exams officer, teaching staff and the Deputy Headteacher (Curriculum and Attainment) will investigate the feasibility of requesting an enquiry at the centre's expense.

When the centre does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the **internal appeals form** at least **one week prior to** the internal deadline for submitting an EAR.

APPEALS PROCEDURE FOLLOWING THE OUTCOME OF AN ENQUIRY ABOUT RESULTS

Where the head of centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-*results services* http://www.jcq.org.uk/exams-office/post-results-services and *A guide to the awarding bodies' appeals processes* http://www.jcq.org.uk/exams-office/appeals

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer is not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **Internal Appeals Form (Appendix B)** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

APPENDIX B

INTERNAL APPEALS FORM

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:
- ☐ Internally assessed marks
- ☐ The centre decision not to support an enquiry about results
- ☐ The outcome of an enquiry about results

Name of appellant			
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against internally assessed marks
Appellant Declaration
By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the assessment process, not against the mark to be submitted by the centre for moderation by the awarding body.

Signature: Date of signature:

Appeal against the centre decision not to support an enquiry about results
Appellant Declaration
By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature: Date of signature:

Appeal against the outcome of an enquiry about results
Appellant Declaration
By signing here, I am confirming that I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature: Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure. The internal appeals procedures for this centre have been produced to demonstrate compliance with the publications below.

JCQ *General Regulations for Approved Centres*
http://www.jcq.org.uk/exams-office/general-regulations

JCQ *Post-results services*
http://www.jcq.org.uk/exams-office/post-results-services

JCQ A guide to the awarding bodies' appeals processes
https://www.jcq.org.uk/exams-office/appeals/

GCSE (9 to 1) qualification-level Conditions and Requirements
https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from:
Appeal an exam result https://www.gov.uk/appeal-exam-result

The Appeals Process https://www.jcq.org.uk/exams-office/appeals/

APPENDIX C

EXAMINATION CONTINGENCY PLAN

THIS PROCEDURE IS BASED ON JCQ GUIDANCE (2024) AND IS UPDATED ANNUALLY

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

This plan complies with the Joint Council for Qualifications (JCQ) General Regulations for Approved Centres, which requires all exam centres to have a written examination contingency plan/examinations policy.

It's also based on:
- Ofqual's guidance on contingency planning
- JCQ's joint contingency plan

The head of centre will ensure that a written examination contingency plan/examinations policy is in place and covers all aspects of examination administration.

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

The following sets out examples of scenarios where a contingency plan may be needed to minimise risk to examination administration. These are based on the JCQ's joint contingency plan, and are consistent with Ofqual's current contingency planning guidance.

Exam officer extended absence at key points in the exam cycle

Criteria for implementation of the plan
Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning
● annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
● annual exams plan not produced identifying essential key tasks, key dates and deadlines
● sufficient invigilators not recruited and trained

Entries

● awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff

● candidates not being entered with awarding bodies for external exams/assessment

● awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

● exam timetabling, rooming allocation; and invigilation schedules not prepared

● candidates not briefed on exam timetables and awarding body information for candidates

● exam/assessment materials and candidates' work not stored under required secure conditions

● internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

● exams/assessments not taken under the conditions prescribed by awarding bodies

● required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration

● candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

● access to examination results affecting the distribution of results to candidates

● the facilitation of the post-results services

Centre actions

● The Assistant Headteacher (Curriculum & Assessment) will refer to the duties of the Exams officer and assume all the duties of the Exams officer.

Staff member leading provision of access arrangements extended absence at key points

Criteria for implementation of the plan
Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

● candidates not tested/assessed to identify potential access arrangement requirements

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

● evidence of need and evidence to support normal way of working not collated

Pre-exams

● approval for access arrangements not applied for to the awarding body

● modified paper requirements not identified in a timely manner to enable ordering to meet external deadline

● staff providing support to access arrangement candidates not allocated and trained

Exam time

● access arrangement candidate support not arranged for exam rooms

Centre actions

- Another member of SLT will refer to the duties of access arrangement provisions lead and assume all the duties of the access arrangements provisions lead.

Curriculum Leads extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

● Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
● Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
● Non-examination assessments tasks not set/not taken by candidates as scheduled
● Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions

● The Assistant Headteacher (Curriculum and Attainment) will refer to the duties of the curriculum lead regarding exams and identify staff to take on these duties and provide information.

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams

- Invigilator shortage on peak exam days

- Invigilator absence on the day of an exam

Centre actions

● The centre shall always train more invigilators than needed from LSAs and other support staff within the centre for each exam cycle. In the extreme situation of lack of invigilation, external agencies shall be contacted to ensure exams take place as scheduled.

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

Criteria for implementation of the plan

● Exams officer unable to identify sufficient/appropriate rooms during exams

timetable planning Insufficient rooms available on peak exam days

● Main exam venues unavailable due to an unexpected incident at exam time

Centre actions

● The school will contact the neighbouring school (Burntwood) to provide an emergency venue.

Failure of IT systems

Criteria for implementation of the plan

● MIS system failure at final entry deadline
● MIS system failure during exams preparation
● MIS system failure at results release time

Centre actions

● Entry deadline- inform exam boards and resort to manual entries if necessary.

● Exam preparation- resort to manual system
● Results release- inform parents/ students of delay, contact exam boards and announce when results will be ready.

Cyber Attack Contingency Plan

When to Implement:
Activate this plan if a cyber attack is identified that could compromise any aspect of exam delivery.

Actions to Mitigate Disruption:

- Exams Officer: Collaborate with IT and contact the relevant awarding body for guidance.
- Senior Leaders: Monitor the situation and take action as directed by the awarding body.
- Alternative Venue: If ICT is needed for an exam and systems are compromised, transport students to a secure alternative venue (Burtwood School).
- External Support: Hire external experts to ensure systems are clean and secure for exams to resume.

Responsible:
SLT Line Manager for Exams and IT Manager.

Emergency evacuation of the exam room

Criteria for implementation of the plan

● Whole centre evacuation during exam time due to serious incident resulting in exam candidates being unable to return to exam rooms to start, proceed with or complete their exams

Centre actions

● Refer to Appendix D and also apply the emergency evacuation procedures to Burntwood School
● Report to exam board
● Students to be kept in isolation during evacuation and also at the holding centre.
● Parents to be informed

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre closed interrupting the of normal teaching and learning

Centre actions

● Communicate with parents, carers and students in accordance with the school's internal system about disruption to normal teaching and learning.

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

Criteria for implementation of the plan

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

Centre actions

● Inform relevant exam boards at the outset to make them aware of the issue.

● Communicate with parents, carers and candidates regarding solutions to the issue

Centre unable to open as normal during the exams period

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)

Centre actions

● Inform relevant exam boards as soon as possible.

Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions

- Communicate with exam boards to organise alternative delivery of papers.

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions

- Communicate with exam boards at the outset to resolve the issue.

Assessment evidence is not available to be marked

Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions

- Head of centre to communicate this immediately to relevant exam boards and subsequently to students and families.

Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions

- Contact exam boards to discuss alternative arrangements#

APPENDIX D

THIS PROCEDURE IS BASED ON JCQ GUIDANCE (2024) AND IS UPDATED ANNUALLY

CONTINGENCY PLAN IN THE EVENT OF DISRUPTION TO THE EXAMINATION SYSTEM

EMERGENCY EVACUATION PROCEDURE FOR EXAMINATIONS

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

● Stop the candidates from writing.

● Collect the attendance register **(in order to ensure all candidates are present).**

● Evacuate the examination room in line with the instructions given by the appropriate authority.

● Advise candidates to leave all question papers and scripts in the examination room.

● Candidates should leave the room in silence through the back door of the dining hall, if safe to do so, and assemble in the car park.

● Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.

● Make a note of the time of the interruption and how long it lasted.

● Allow the candidates the full working time set for the examination.

● If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.

● Make a full report of the incident and of the action taken, and send it to the relevant awarding body.

PROCEDURES TO BE FOLLOWED WHEN AN EVACUATION BECOMES MORE PROTRACTED

ABANDONING THE EXAM

The centre will have to make a decision regarding the point at which the examination should be abandoned and the candidates sent home.
The Exams Officer should take the first opportunity to contact the exam board for further advice. An application for special consideration may have to be made depending on the nature of the exam and whether the necessary proportion of the exam has been completed. Partially completed papers should be sent to the exam board as usual, unless specifically requested that the papers should not be submitted.

CONTINUING THE EXAM FOLLOWING EMERGENCY EVACUATION

In assessing whether to continue the exam, the following factors need to be taken into consideration:

● The length of time that has passed since the official start time
● Whether the minimum time for remaining in the exam has passed to maintain the integrity of the exam
● The amount of time left to complete the exam
● Whether there is sufficient time to complete the exam before another session starts

● Whether continuing the exam takes candidates over the session limit of hours, taking particular care to consider candidates with access arrangements which include extra time

The Head of Centre, or their nominated deputy, should decide whether it is appropriate to continue the session using the criteria set out above. In making this decision, the Head of Centre, or their nominated deputy, must be satisfied that communication between candidates has not taken place outside of the examination room. **Only if completely satisfied that no communication whatsoever has taken place must candidates be allowed to continue the examination.**

If the session is to be abandoned, this will be either:

● Because of consideration of the above criteria
● Because re- entry to the premises cannot be secured; or
● Because the risk of communication between candidates, which would invalidate the exam, cannot be eliminated

APPENDIX E

NON-EXAMINATION ASSESSMENT (NEA) PROCEDURE

1. Aims

This policy aims to:

Cover procedures for planning and managing non-examination assessments, coursework and controlled assessments. Define staff roles and responsibilities with respect to non-examination assessments Manage risks associated with non-examination assessments

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, 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 services and general regulations for approved centres.

Academies, including free schools, if applicable add/amend: 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 cannot be tested by timed written papers.

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

1. Task setting
2. Task taking
3. Task marking

The rules often vary across subjects.

4. Roles and responsibilities

4.1 Head of centre

The head of centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- Ensuring 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
- Drawing to the attention of candidates and their parents/carers 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

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 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

4.5 Exams officer

The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment

4.6 Member of Staff leading provision of access arrangements:

- 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 department/teachers [delete or amend as applicable] 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

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 his/her capabilities.

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

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

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.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

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.

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 without acknowledgement
- 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.

AI (Artificial Intelligence)

In relation to AI misuse, the following measures will be implemented in accordance with https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf

Definition and Use of AI
AI (Artificial Intelligence) refers to tools that can generate content such as text, images, code, or music in response to user inputs. AI tools can assist with various tasks, including summarising, translating, or generating written content. While AI may be useful in specific contexts, its use in assessments must be controlled to maintain academic integrity (Section 2: "What is AI use and what are the risks of using it in assessments?")

AI tools, such as ChatGPT, Jasper AI, and Dall-E, may only be used in assessments where their use is explicitly permitted, such as during preparatory or research stages of Non-Examined Assessments (NEAs), coursework, or internal assessments. In all cases, students must clearly acknowledge their use of AI tools following proper referencing guidelines, including detailing how the AI was used, and providing a non-editable copy of the AI's output (e.g., screenshots) (Section 6: "Acknowledging AI use")

AI Misuse and Malpractice
AI misuse occurs when a candidate:

- Uses AI tools to produce work submitted as their own, without appropriate acknowledgment.
- Copies or paraphrases AI-generated content so that the work is no longer the student's independent effort.
- Fails to properly reference the use of AI tools, including not providing a clear description of how AI contributed to their work.

Students must understand that submitting AI-generated work as their own without proper citation is malpractice. Misuse of AI will be treated as a form of plagiarism and will attract sanctions, which may include disqualification from the qualification or loss of marks (Section 4: "What is AI misuse?")

Risks of AI Use
AI tools often generate content that may seem convincing but can include inaccuracies, biassed information, or content unsuitable for the assessment criteria. Additionally, the overuse of AI tools can prevent students from demonstrating their independent understanding and skill development, which is crucial for achieving the qualification. Therefore, students should avoid

reliance on AI, particularly when it hinders their ability to meet marking criteria (Section 2: "What is AI use and what are the risks of using it in assessments?)

Detection and Reporting
Teachers will be vigilant in monitoring the authenticity of student work. This includes using AI detection tools and comparing students' work against previous submissions to identify inconsistencies in style, grammar, or knowledge level. Suspicion of AI misuse will be investigated, and confirmed cases will be reported to senior leaders or directly to the awarding body (Section 9: "Identifying misuse" and Section 11: "Reporting")

Procedure for Preventing AI Misuse

- Education: Students will be educated on the appropriate use of AI, the risks of misuse, and the consequences of malpractice, including sanctions such as disqualification (Section 5: "Centre engagement with and discussion of AI")
- Supervision: Assessments that permit AI use will be closely supervised to ensure AI is used appropriately, and tasks requiring personal knowledge or creativity will be carefully designed to minimise opportunities for AI misuse (Section 8: "Preventing AI misuse in assessments")
- Acknowledgement: Students must submit a declaration acknowledging any AI tools used in the preparation of their work, including a detailed account of the tool's role and evidence of its use. Failure to do so may result in penalties (Section 6: "Acknowledging AI use")

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.

APPENDIX F

PROCEDURES FOR MANAGING EXAMINATIONS TAKEN BY STUDENTS WITH DISABILITIES

1.<u>PURPOSE OF THE POLICY</u>

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

● identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
● requesting access arrangements
● implementing access arrangements and the conduct of exams.

2. <u>IDENTIFYINGTHE NEED FOR ACCESS ARRANGEMENTS</u>

Roles and responsibilities

The Deputy Headteacher (Curriculum and Attainment) ensures that:
● He or she is familiar with the entire contents of the annually updated JCQ publications including General Regulations (GR) and Access Arrangements (AA) and ensure that this policy is reviewed annually.
● Staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
● An appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
● The assessment process is administered in accordance with the regulations
● A policy demonstrating the centre's compliance with relevant legislation is in place
● Support is given to the Examinations Coordinator in determining the need for and implementing access arrangements

Member of Staff leading provision of access arrangements ensures that:
● Access arrangements agreed for the centre are applied.
● The access arrangements process within the centre are of high quality..
● Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements are defined and documented.
● All assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
● Centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments, by liaising with subject teachers, support staff and the Examinations Officer.
● Evidence of the assessor's qualification is presented to a JCQ Centre Inspector request.

<u>Teaching staff</u> ensure that:
● They inform the SLT leading provision of access arrangements of any support that might be needed by a candidate

REQUESTING ACCESS ARRANGEMENTS

Roles and responsibilities

Member of staff leading provision of access arrangements ensures that:
●   He or she is aware of whether the arrangements identified for a candidate require

prior approval from the awarding body before the arrangements are put in place, or if approval is centre-delegated.

● Guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications is followed.

● Approval is applied for where required, using Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO.

● Appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre

● The 'malpractice consequence statement' has been read and accepted when applying through AAO.

● An awarding body referral is made through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s).

Member of staff leading provision of access arrangements ensures that:

● He or she is familiar with the entire contents of the annually updated JCQ publication General Regulations and is generally aware of information contained in Access Arrangements.

● Arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment

● He or she maintains a file for each candidate that will include: completed JCQ/awarding body application forms and evidence forms; appropriate evidence to support the need for the arrangement where required; appropriate evidence to support normal way of working within the centre; in addition, for GCSE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared).

● Files are presented to a JCQ Centre Inspector when requested.

● He or she liaises with teaching staff regarding any appropriate modified paper requirements for candidates.

● He or she liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)

● The appropriate process (AAO for GCE and GCSE; JCQ Form 7 or Form VQ/EA), is followed for the ordering of published modified papers, by the awarding body's deadline for the exam series.

● Guidance in AA Chapter 8 is followed to process approval applications for access arrangements for GCSE qualifications.

● Approval is applied for where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO

● Appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre.

● The 'Confirmation' box is ticked prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted

3. <u>IMPLEMENTING ACCESS ARRANGEMENTS AND THE</u>

<u>CONDUCT OF EXAMS</u> Roles and responsibilities

<u>External assessments</u>

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

The Assistant Headteacher (Curriculum and Attainment) ensures that:

● The Examinations Officer and other relevant centre staff are supported in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams in accordance with the Equality Act 2010 & ICE.

SLT leading provision of access arrangements ensures that:

● Appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

● Prior to any arrangements being put in place are checks are made that arrangements do not impact on any assessment criteria/competence standards being tested

● Any arrangements put in place do not unfairly disadvantage or advantage disabled candidates

The Examinations Officer ensures that:

● Facilitation and invigilation of access arrangement candidates in exams are carried out.

● Emergency (temporary) access arrangements are applied for and implemented where necessary

● Rooms and non-specialist equipment (chairs, tables, clocks etc.) are provided or adapted for disabled candidates when necessary.

● He or she is familiar with and follows the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations.

● Exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it

● Any arrangements put in place do not unfairly disadvantage or advantage disabled candidates

● Appropriate centre staff are deployed as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)

● Facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

● The facilitator is known by or introduced to the candidate prior to exams

● The facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate

● Cover sheets, where these are required by the arrangement are completed as

required by facilitators

● Appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams

● Invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room

● Modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets) that may be required are made and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam

● Secure exam question paper packets are opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)

● The facilitator only has access to the papers 60 minutes prior to the published start time of the exam

● Cover sheets prior to the start of an exam are provided where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers

● Pre-populated cover sheets from AAO are printed where this is required for GCSE qualifications

● A process is in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation – refer to contingency plan

● Applies where necessary for approval of emergency (temporary) access arrangements, through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other relevant centre staff support the Examinations Officer by:
● Supporting the EC and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

These staff include:

● IT staff
● Hearing Impaired Service
● Occupational Therapy Service - wheelchair bound candidates (access)
● Visually Impaired Service.

Access Arrangements and the use of word processors in Assessments and Examinations.

Garratt Park Support fully supports the use of scribes and word processors in assessments and examinations in line with JCQ regulations and recommendations:

5.8.1 Centres are allowed to provide a word processor with the spelling and grammar check

facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.

For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

(This also extends to the use of electronic braillers and tablets.)

5.8.2 The use of word processors in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.

5.8.3 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and hand write shorter answers.

The use of a scribe or word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs. This is subject to an assessment and the student meeting criteria.

Garratt Park Word Processor Statement

Use of a word processor in examinations is a centre-delegated arrangement. Principally, a word processor cannot simply be granted to a candidate because he/she now **wants to** type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

It is not a reasonable adjustment for a candidate to request use of a word processor because they can type faster than they can handwrite. The use of a word processor will be as a result of a **well-established SEN need/illegible handwriting which has been identified and evidenced over time.**

Permission to use a word processor in an exam may well be granted for 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;

This list is not exhaustive. Each case will be considered on its merits and may require information and support from medical professionals e.g. GP, SALT, paediatrician, VI teacher.