

EXAMS POLICY

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Reviewed by F McGarvey Nov 2025 Approved by Governors Jan 2026	
Date of next review	Jan 27

Key staff involved in the policy

Role	Name(s)
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey
Exams officer	Fiona McGarvey / Ed Lake
SENCo (or equivalent role)	Serene Phillips/Kate Holden

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Purpose of the policy

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

This policy will ensure that:

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

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff.

All key staff will be given a copy of the relevant JCQ documents in September, staff must complete the training in Examoffice to show their understanding of the key documents. This Policy is available on the school website at all times
Key updates are shared throughout the year with the key staff

Roles and responsibilities overview

(GR 2)

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

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

The head of centre cannot also be the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team and examinations officer support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan.

Head of centre responsibilities

(GR 1)

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

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

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

(ICE Introduction) **It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the [Instructions for conducting examinations](#) document.** Failure to do so may constitute malpractice as defined in the JCQ document [Suspected Malpractice: Policies and Procedures, 1 September 2025 to 31 August 2026](#).

(GR 5.1)

The head of centre must ensure:

- compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. registrations, entries, learner claims, centre-assessed marks or modified papers
- all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

Head of centre

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
 - *A guide to the special consideration process* (SC)
 - *Access Arrangements and Reasonable Adjustments* (AARA)
 - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
 - *Guidance for centres on cyber security*
 - *Instructions for conducting coursework* (ICC)
 - *Instructions for conducting examinations* (ICE)
 - *Instructions for conducting non-examination assessments (GCE and GCSE specifications)* (NEA)
 - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)* (NEA VTQs)
 - *Notice to Centres – Informing candidates of their centre-assessed marks*
 - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
 - *Suspected Malpractice – Policies and Procedures* (SMPP)
- Ensures the centre has appropriate accommodation at the registered address to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including the assessments or the administration) at the centre:
 - maintains oversight of, and responsibility for, the delivery and administration of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a robust written agreement with the third party (unless exclusions apply), that includes provisions which ensure that qualifications are delivered in a way that complies with their agreement with the awarding body, to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
 - monitors delivery by the third party to maintain compliance with the published JCQ regulations and awarding body requirements, ensuring the security and integrity of examinations and assessments
 - ensures sufficient managerial and other resources are in place to resolve any issues
- Ensures that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see **National Centre Number Register and other information requirements** section)

- Ensures that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

Resilience and contingency arrangements

(GR 3.16-19)

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

In the unlikely event that the government determines that examinations cannot go ahead, the centre will need evidence of candidate assessment performance, such as mock examinations, to enable alternative methods of awarding grades.

Process for gathering evidence of candidate assessment performance

The centre retains all PPE papers for all pupils so these can be used to evidence for results.

Centres in England should refer to the document published by Ofqual:

[Guidance on collecting evidence of student performance to ensure resilience in the qualifications system - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Centres in Wales should refer to the document published by Qualifications Wales:

[Guidance on contingency assessment arrangements for approved GCSEs, AS and A levels](#)

Centres in Northern Ireland should refer to the document published by CCEA Regulation:

[Ensuring the resilience of the qualifications system: Guidance on the collection of evidence of student performance for General Qualifications](#)

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

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

The plan must cover the following scenarios:

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

As part of its contingency plan the centre must identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

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

Cyber security

(GR 3.20-21)

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

- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training

The training must include:

- o the importance of creating strong, unique passwords for all accounts
- o keeping all account details strictly confidential
- o the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access
- o how to properly set up and use MFA for both centre and awarding bodies' systems
- o an awareness of all types of social engineering/phishing attempts
- o the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

Certificates of completed staff cyber training must be downloaded and held on file for inspection. The NCSC training resource provides a certificate of completion of cyber training.

- developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies
- implementing and enforcing robust security measures, including:
 - o mandatory MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data
 - o regularly reviewing and updating security settings to align with current best practices
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*

Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.

- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

Cyber security policy

It is the responsibility of the **head of centre** to ensure that the centre:

Recruitment, selection, training and support

(GR 5.3)

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other appropriate resources, to undertake the delivery and administration of the qualification and assessments as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
The centre's contingency planning must include succession arrangements for members of staff involved in examination and assessment administration.
- Provides fully qualified teachers/assessors for the verification and marking of centre-assessed components
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leader(s), teachers, the examinations officer (EO) and the SENCo (or equivalent role) to receive appropriate training and support ~~in order~~ to facilitate the effective delivery of examinations and assessments within the centre and ensure compliance with the published JCQ and awarding body regulations
- Ensures the SENCo (or equivalent role), the centre's appointed access arrangements assessor and the examinations officer undertake regular CPD, such as attending an annual update course
- Ensures that the SENCo (or equivalent role) understands the JCQ document [Access Arrangements and Reasonable Adjustments](#) and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer understands relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation (This will ensure the examinations officer and the SENCo are supported as well as ensuring effective centre decision making in line with the published regulations)
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

External and internal governance arrangements

(GR 5.3)

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent

Escalation Process

Appendix 1

- Has in place a member of the senior leadership team who has a good working knowledge of the examination system, will provide effective line management support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the exams officer
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments

Delivery of qualifications

(GR 5.3)

- Delivers qualifications, as required by the awarding body and in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made

available to all candidates capable of undertaking them and seeking and implementing reasonable adjustments for disabled candidates

- Enables candidates to receive sufficient and up to date practical experience or relevant training where required by the subject

Public liability

(GR 5.3)

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Conflicts of interest

(GR 5.3) See **Policies** below)

Controlled assessments, coursework and non-examination assessments

(GR 5.3)

- Has in place arrangements to co-ordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (This applies to both internal and private candidates)
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject-specific forms by the required date

Security of assessment materials

(GR 5.3)

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - o that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
 - o reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
 - o receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
 - o access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
 - o issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Provides candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

National Centre Number Register and other information requirements

(GR 5.3)

- Provides contact details as follows:
 - o a physical address to which all examination and assessment materials will be despatched – this must be the registered address of the centre
 - o a landline telephone number – this must be the number of the main office/ switchboard of the centre
 - o a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as 'Yahoo', 'Hotmail' and 'Gmail' are not acceptable)
Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites

- o the name of the head of centre and their email address
- o senior designated contact details (this might include a personal mobile number and/or email address) (These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue)
- Completes the National Centre Number Register annual update by the end of October every year even if there are no changes to centre details
 - o informs the National Centre Number Register Team immediately (email address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place (This must be on centre headed stationery which can be sent as an email attachment including the signature of the head of centre)
 - o informs the National Centre Number Register Team (email address – ncn@ocr.org.uk) of any changes to relevant contact details no later than 6 weeks prior to moving to a new address or re-locating of the secure storage facility (This must be on centre headed stationery which can be sent as an email attachment)
 - o informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
 - o completes the National Centre Number Register Head of Centre Declaration by the end of October every year confirming they are aware of and adhering to the latest versions of the JCQ regulations
 - o responds to any other reasonable requests made by the National Centre Number Register Team
- (GR 1.9) Understands that the responsibility for completing the Head of Centre declaration survey cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, the head of centre declaration and/or requests or actions raised by the JCQ Centre Inspection Service, will result in:
 - o the centre status being suspended
 - o the centre not being able to submit examination entries
 - o the centre not receiving or being able to access question papers
 and ultimately, awarding bodies could withdraw their approval of the centre.

Centre inspections

(GR 5.3)

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

Policies available for inspection

(GR 5.3)

- Has in place the following written policies for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:
 - o a child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child Protection/Safeguarding Policy (Exams)

School Website
<https://www.stpetershigh.com/information/policies/>

- o a complaints policy

Complaints Policy (Exams)

Appendix 7

Also refer to [GR \(5.8\)](#) **Candidate information**

- o a conflicts of interest policy

Conflicts of interest

(GR 5.3)

- Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
 - o any members of centre staff who are taking a qualification at this centre which includes internally-assessed components/units*
 - o any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally-assessed components/units, **and**

maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:

- o exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments, either at this centre or other centres
- o centre staff are taking qualifications at this centre which do not include internally-assessed components/units*
- o centre staff are taking qualifications at other centres
- Retains records of all conflicts of interest, including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)
- *Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:
 - o proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
 - o during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Conflicts of Interest Policy (Exams)

Appendix 8

- o a contingency plan which covers all aspects of examination/assessment administration and delivery

Contingency Plan

Appendix 3

- o a data protection policy

Data Protection Policy (Exams)

<https://www.stpetershigh.com/information/policies/>

Also refer to [GR \(5.8\)](#) **Candidate information**

Consideration may also need to be given to the centre's policy on sharing candidates' results and other exams related information with those with parental responsibility and third parties

Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. This suggests that candidate consent should be sought to share results or other exams-related information with a third party.

Other legislation and guidance may need to be taken into account regarding sharing information with parents, as example information from the DfE for schools regarding parental responsibility and school reports on pupil performance:

- Understanding and dealing with issues relating to parental responsibility
www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
- School reports on pupil performance: guidance for headteachers
www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

Publication of exam results

Refer to ICO (Information Commissioner's Office) [Schools, universities and colleges](#) information and [Exam results](#)

- o an equalities policy

Equalities Policy

School Website

<https://www.stpetershigh.com/information/policies/>

Appendix 6

Also refer to [GR \(5.4\)](#) **Access arrangements and reasonable adjustments**

- o an internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration

Internal Appeals Procedure

Appendix 5

Also refer to [GR \(5.7\)](#) **Centre-assessed work**, (5.13) **Post-results services and appeals**

- o a malpractice policy which covers all qualifications delivered by the centre. The policy must detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments and how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body. It must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice).

Malpractice Policy

Appendix 2

Also refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice) with reference to the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what

AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged)

Also refer to **Information for candidates AI (Artificial Intelligence and assessments)** (www.jcq.org.uk/exams-office/malpractice)

- o a policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated (For CCEA GCSE centres this would be a written controlled assessments policy)

Non-examination Assessment (including controlled assessments and coursework) Policy

Appendix 11

Also refer to [GR](#) (5.7) **Centre-assessed work, NEA** (1)

Also refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice)

- o a whistleblowing policy

Whistleblowing Policy (Exams)

<https://www.stpetershigh.com/information/policies/>

- o a policy on the use of word processors in examinations

Word Processor Policy (Exams)

Appendix 9

Also refer to [AARA](#) (5.8)

Access arrangements and reasonable adjustments

([GR](#) 5.4)

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language and those with a temporary illness or injury
 - ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
 - recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010[†], particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)
- [†]or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate, such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and must be held on file for inspection)
- have a written process in place to check the qualification(s) of their assessor(s) and that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*

Access Arrangements Policy

Appendix 6

There is no specific JCQ regulation that refers to a 'policy' requirement in this respect though it would be good practice to bring all aspects of the process together in one place thereby confirming the centre complies with [GR \(5.4\)](#) **Access arrangements and reasonable adjustments**

Such a policy would also provide the opportunity to record the qualification(s) of the appointed assessor(s) and that the correct procedures are followed

- assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and fully support the SENCo in effectively implementing those arrangements once approved

Malpractice

([GR 5.11](#))

The centre will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding immediately of any alleged, suspected or actual incidents of malpractice or maladministration involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the current JCQ document *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require
- ([GR 6.2](#)) Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*

Personal data

([GR 6.6](#), [6.8](#))

It is the responsibility of centres to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programs and data ("Student Materials"). Awarding bodies may use the Student Materials to evaluate candidates' performance in the relevant assessment. They may

also use the Student Materials for other purposes as outlined in their privacy policies and in accordance with their terms. Candidates should be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Where a centre or third party is in possession of any Student Materials for the purposes of candidate assessment, the Student Materials will be held on behalf of the awarding body.

Exams officer (EO)

- Understands the contents of annually updated JCQ documents including:
 - o [A guide to the special consideration process](#)
 - o [General Regulations for Approved Centres](#)
 - o [Instructions for conducting examinations](#)
 - o [Post-Results Services](#) (PRS)
 - o [Suspected Malpractice - Policies and Procedures](#)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by Cambridge OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October every year even if there are no changes to centre details, to confirm the centre's contact details or informs of any changes ((and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining internal records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials on the requirements for maintaining the integrity and security of confidential examination/assessment materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to current JCQ documents including:
 - o *A guide to the special consideration process*
 - o *Access Arrangements and Reasonable Adjustments*
 - o *AI Use in Assessments: Your role in protecting the integrity of qualifications*
 - o *Guidance for centres on cyber security*
 - o *Instructions for conducting coursework*
 - o *Instructions for conducting examinations*
 - o *Instructions for conducting non-examination assessments (GCE and GCSE specifications)*
 - o *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)*
 - o *Notice to Centres – Informing candidates of their centre-assessed marks*
 - o *Plagiarism in Assessments – Guidance for Teachers/Assessors*
 - o *Post-Results Services*
 - o *Suspected Malpractice – Policies and Procedures*
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo (or equivalent role)

- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Special educational needs co-ordinator (SENCo) or equivalent role

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
 - [Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification (GR 5.4)
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s) and supporting evidence of need (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

Invigilators

- Attend/undertake training (on the current regulations), update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- Support the EO in the receipt and dispatch of confidential materials and follow the requirements for maintaining the integrity and security of confidential examination/assessment materials

Site staff

- Support the EO in relevant matters relating to exam rooms and resources

Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

The exam cycle

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

- planning
- entries
- pre-exams

- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Secure materials

Head of centre

(GR 3.6)

- Ensures the centre has a secure storage facility in a room solely assigned to examinations

(ICE 3.1)

The secure room and the secure storage facility

Question papers and pre-release materials issued by the awarding bodies must always be stored at the centre's registered address in a secure room with a secure storage facility, e.g. safe or security cabinet.

The secure room

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

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

The secure room **must** be accessible throughout an examination series for the storage of question papers and be available for inspection.

The secure storage facility

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

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

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

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ documents including [GR](#), [ICE](#), [AARA](#), [SMPP](#), [ICC](#), [NEA](#) and [SC](#)

Exams officer

- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference

- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- (where applicable to the role) Collects information on internal exams/assessments to enable preparation for and conduct of (insert the titles these internal exams/assessments are referred to in the centre)

Senior leaders

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

Access arrangements

Head of centre

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENCo (or equivalent role)

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Informs relevant candidates that an application for access arrangements will be processed using *Access Arrangements Online (AAO)*, complying with the UK GDPR and the Data Protection Act 2018
- Applies for approval using AAO via the Centre Admin Portal (CAP), where required or through the awarding body where any qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Alternative Rooming Arrangements Policy (Exams)

Appendix 10

Refer to [AARA](#) (4.2, 5.16) and [ICE](#) (14.18)

Why have a policy on this?

In certain circumstances, a candidate with 'an established difficulty' may be eligible to take exams in alternative rooming arrangements. Centres may also receive requests from candidates (and/or parents/carers) to take their exams in alternative rooms. Having a documented policy ensures:

- the criteria for candidates granted alternative rooming arrangements is clear and complies with JCQ regulations
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

Senior leaders, Teaching staff

- Support the SENCo (or equivalent role) in determining and implementing appropriate access arrangements/reasonable adjustments
- (Senior leader) Provides an annually reviewed and updated word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

Controlled assessments, coursework, non-examination assessments and portfolios of evidence

(GR 5.7)

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

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place

- Ensure teaching staff delivering GCE & GCSE specifications and Vocational and Technical Qualifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff inform candidates of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

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

Exams officer

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

Invigilation

Head of centre

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

Exams officer

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

Entries and registrations: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.6 Entries and registrations](#))

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met

Estimated entries collection and submission procedure

Exam office Team gives subject entry lists to heads of subject in September. These are signed off by faculty line manager. Exam office Team submits estimated entries by the required exam board deadlines.

Any changes to exam board being used for a subject requires the Head of Centre to sign off on the change.

Senior leaders

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

Final entries

Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. registrations, entries, learner claims

Exams officer

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

Final entries collection and submission procedure

Draft entry lists are given to subject leads in January by Exam Office Team. These must be checked and signed off by the HOF and Line Manager. These are then given to Exams office Team, entries on SIMS are then amended and entries are submitted via EDI.

All Vocational entries are made via EDI, at the appropriate times of the year

Senior leaders

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries

- Check final entry submission information provided by the EO and confirms information is correct

Entry fees

Entry fee information is shared with parents, shared with parents at second year 11 parent's evening usually in March. Parents will only have to pay if their child fails to attend their exams.

Late entries

Exams officer

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

Senior leaders

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

Re-sit entries

The centre will support candidates who wish to resit exams in the following summer to the one that they leave; candidates being charged for resits - are at the head of centre's discretion

Private candidates

Private candidates are only accepted from recent past pupils and these must be agreed by the headteacher before an agreement to enter is made. The headteacher will decide who responsible for payment (centre or candidate).

Private Candidates Policy

Only recent past pupils are accepted as private candidates. They must submit a request in writing to the head of centre - only the head of centre can authorise. These candidates will only be charged in exceptional circumstances. Any person who contacts the school regarding being a private candidate will be directed to the Exam Office Team in the first instance - who will then explain the next steps if the candidate will be accepted. The exam officer can not make arrangements for any private candidate without first getting the authorisation from the Head of Centre. It is the centre's policy to not accept private candidates except those identified above.

Refer to [GR](#) (5.3, 5.4, 5.6, 5.8, 5.13)

Why have a policy on this?

Whether a centre accepts private candidates is a centre decision. Having a documented policy will:

- support any member of centre staff dealing with a query in confirming if the centre considers accepting private candidates
- confirm any particular conditions in place before any entry from a private candidate would be considered for acceptance
- detail how the private candidates process is managed in the centre

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- Confirm entry information is correct or notify the EO of any discrepancies

Pre-exams: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met (With reference to [GR 5.8 Candidate information](#))

Access arrangements and reasonable adjustments

SENCo (or equivalent role)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates with learning difficulties or disabilities, those for whom English is an additional language and those with a temporary illness or injury
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for them
- Ensures exam information (JCQ information for candidates documents, individual exam timetable, etc.) is adapted where this may be required for a candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Ensures the person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant (Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (such as a distance learner or a home educated student) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam timetable clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - unauthorised items in exam rooms
 - when and how results will be issued and the staff that will be available
 - post-results services information and how the centre will deal with requests from candidates
 - when and how certificates will be issued

Access to Scripts, Reviews of Results and Appeals Procedures

Appendix 12

Refer to [GR 5.13](#))

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Senior leaders

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

Exams officer

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

Internal assessment and endorsements

Head of centre

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENCo (or equivalent role)

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre-assessed marks prior to marks being submitted to awarding bodies

Senior leaders

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline (or delegates this task to relevant teaching staff)
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation arrangements

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements

- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a one-to-one basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/prompter/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

SEnCo (or equivalent role)

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ Centre Inspections

Exams officer or **Senior leader**

- Will accompany the Inspector throughout a visit

SEnCo (or equivalent role) or relevant **Senior leader** (in the absence of the SEnCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates

Candidate Identification Procedure

Firstly registers of pupils sitting exams are taken in a separate venue by the form tutors who know the pupils, supported by HOY and leadership Team. A photo name card is also on each desk so that invigilators can collaborate pupil identity, registers are taken in a separate venue by the usual form tutors who know the pupils

For private candidates, as only recent past pupils are accepted- their photo name card can be re-issued; their identity is checked by the Exams Office Team upon arrival into school

Appendix 13

Refer to [GR](#) (5.6, 5.9) and [ICE](#) (16)

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

Invigilators

- Follow the procedure provided by the EO which details how the identity of all candidates sitting exams will be confirmed
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential exam materials are only handed over to authorised members of staff

- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times
 - Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
 - Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
 - Carefully checks question paper packets when they are removed from the dispatch packaging and keeps a log of the check
 - Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
 - Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
 - Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)
- A minimum of two and a maximum of six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.
- Ensures that the question paper is printed correctly, is of good quality and is collated in the right order

Reception staff

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

Teaching staff

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

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

Overnight Supervision Arrangements Policy

Appendix 14

Refer to [ICE](#) (8)

Why have a policy on this?

Allowing a candidate to take an exam paper the following morning due to an eligible overnight supervision arrangement is at the discretion of the centre. Having a documented policy ensures:

- the correct procedure is followed
- appropriate arrangements are put in place
- candidates (and/or parents/carers) understand when, or indeed if, appropriate arrangements can/will be made
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates

SEnCo (or equivalent role)

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

Site staff

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

Alternative site arrangements

Exams officer

- (Where/if applicable to the centre) Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site form online using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Centre consortium arrangements

Exams officer

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Senior leaders

- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams/assessments

Exams officer

- Prepares for the conduct of internal exams/assessments under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

SEnCo (or equivalent role)

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.9 Conducting examinations and assessments](#))

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exam
 - Liaises with the SENCo to apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Candidate Absence Policy

Appendix 15

Refer to [ICE](#) (22)

Why have a policy on this?

Centres will likely have different strategies for dealing with unauthorised absences from exams. Having a documented policy ensures:

- candidates are aware of what they need to do if they are likely to be absent from an exam
- staff involved in the exams process understand how absent candidates who have not contacted the centre regarding their absence will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams

Candidate behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised items* below.

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

Candidate Late Arrival Policy

Appendix 16

Refer to [ICE](#) (21)

Why have a policy on this?

Permitting candidates who arrive after the start of an exam to enter the exam room and sit the exam is at the centre's discretion

. Having a documented policy ensures:

- candidates are aware of what will or won't happen should they arrive late
- staff involved in the exams process understand how this will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

Conducting exams

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with, and associated follow-up is completed

Dispatch of exam scripts

Exams officer

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- Ensures question papers are always kept in their sealed packets until the second pair of eyes check and log have been completed
- Ensures the second pair of eyes check takes place immediately before each question paper packet is opened in the designated examination room
- If the question paper packet needs to be split for different rooms on one or more sites or for an access arrangement, ensures the check takes place in the secure room
- Ensures unused question papers are not released to any individual until 24 hours after the awarding body's published finishing time for the examination (Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight

supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination)

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

Food and Drink Policy (Exams)

Appendix 17

Refer to [ICE](#) (18)

Why have a policy on this?

Allowing food and drink in an exam room is at the head of centre's discretion. Having a documented policy ensures:

- candidates are clear on what is or what is not allowed
- staff involved in the exams process are aware of what is and what is not allowed and how this will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

Leaving the Examination Room Policy

Appendix 18

Refer to [ICE](#) (section 23)

Why have a policy on this?

Allowing time to be compensated where a candidate leaves the exam room temporarily, accompanied by a member of centre staff, is at the discretion centre. Having a documented policy ensures:

- candidates are aware of the centre's arrangements where time may or may not be compensated for any temporary absence from the exam room
- staff involved in the exams process understand how this will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log

- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

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

Emergency Evacuation Policy (Exams)

Appendix 19

Refer to [ICE](#) (25)

Lockdown Policy (Exams)

Appendix 4

Site staff

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

Invigilators

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

Candidates

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

Irregularities

Head of centre

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

Managing Behaviour Policy (Exams)

Appendix 20

Refer for prompt to [ICE](#) (24)

Why have a policy on this?

Having a documented policy/procedure on how behaviour in exam rooms is managed ensures staff conducting exams understand the process to be followed and candidates are aware of the possible consequences of any disruptive actions

Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms

- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

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

Malpractice

See *Irregularities* above.

Special consideration

Senior leaders

- Support eligible applications for special consideration by authorising appropriate evidence

Exams officer

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

Special Consideration Policy

Appendix 21

There is no specific JCQ regulation that refers to a 'policy' requirement in this respect though it might be good practice to bring all aspects of the process together in one place, as a central point of reference.

Candidates

- Provide appropriate evidence to support special consideration applications, where required

Unauthorised items

Arrangements for unauthorised items taken into the exam room

The centre ensures that pupils do not take unauthorised items into the exam room by firstly a member of the leadership addressing all pupils reminding them before every exam of the items which must not be taken into the examination room. A second member of school staff reminds pupils again immediately before entering the examination room.

If any unauthorised items are taken into the exam room by accident and candidate immediately alerts an invigilator, items will be removed by the invigilator and placed at the front of the exam room – clearly identifying the candidate, their seat number and which invigilator took the item, no further action needed.

If the item is handed over immediately after the announcement by the Exam officer regarding mobile phones or other unauthorised items in the candidate's possession, these must still be removed and placed at the front of the exam room - clearly identifying the candidate, their seat number and which invigilator took the item. These items can be returned at the end of the exam – no further action needed.

If the item is not handed over and is identified during the examination – the item must be removed from the candidate and placed at the front of the exam room - clearly identifying the candidate, their seat number and which invigilator took the item; then the procedure for examination malpractice must be followed. Refer for prompt to [ICE](#) (18)

Invigilators

- Are informed of the arrangements through training

Internal exams/assessments

Exams officer

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

Invigilators

- Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.12 Results](#), 5.13 **Post-results services and appeals**, 5.14 **Certificates**)

Internal assessment

Senior leaders

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates after the retention period or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Results day programme

Results will be available to collect in person on results day – exact arrangements will be shared with candidates before they end their exams and there will be updates on the school website. If a candidate is unable to collect their results and requests someone else to collect on their behalf – the candidate must complete the relevant form available from the school website and the person attending on their behalf must have Photo ID with them.

Any candidate who misses results day can contact the Exam Office Team to make alternate arrangements to collect in person and to sign for them.

In exceptional circumstances a parent who is known to the school may collect results on behalf of a pupil; this is at the discretion of the Head of Centre.

Internal appeals – review of marking policy – appendix 22

Internal appeals – review of access arrangements, special consideration and other administrative issues - appendix 23

Data protection Policy

<https://www.stpetershigh.com/information/policies/>

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

Data Manager

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required

- Undertakes the DfE School and College Checking Exercises (where applicable to the centre)
<https://check-your-performance-measures-data.education.gov.uk/hc/en-gb>

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Certificate Issue Procedure and Retention Policy

Appendix 24

Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Exams review: roles and responsibilities

Exams officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

Senior leaders

- Work with the EO to produce a plan to action any required improvements identified in the review

Retention of records: roles and responsibilities

Exams officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exams archiving policy that identifies information held, retention period and method of disposal

Exams Archiving Policy

Appendix 25

Appendices

Include any documentation or information here that you have made reference to in the policy that has been provided as an appendix. Number each appendix and start each one on a new page. If no appendices are provided – delete this page. (**Remember** adding or deleting headings from the policy template affects the table of contents which will need updating)

1 Escalation Process

St Peter's RC High School

1 Escalation Process

Centre name	St Peter's RC High School
Centre number	32419
Date process first created	02/12/2024
Current process approved by	Sharon Dempsey
Current process reviewed by	Fiona McGarvey
Date of review	29/09/2025
Date of next review	01/12/2026

Key staff involved in the process

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

Reference in the process to **GR** relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

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

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

Purpose of the process

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

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to

Edward Lake-Associate Exam Officer

Fiona McGarvey - Exam Officer/SLT lead

Sharon Dempsey-Curriculum Deputy

Stephen Gabriel - Head of Centre.

Main areas of compliance relate to:

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

- Third party agreements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication

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

- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register and other information requirements

- Centre inspections
- Policies available for inspection

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

Reference information:

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

- A guide to the special consideration process
- Access Arrangements and Reasonable Adjustments
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Guidance for centres on cyber security
- Instructions for conducting coursework
- Instructions for conducting examinations
- Instructions for conducting non-examination assessments (GCE and GCSE specifications)
- Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)
- Notice to Centres – Informing candidates of their centre-assessed marks
- Plagiarism in Assessments – Guidance for Teachers/Assessors
- Suspected Malpractice – Policies and Procedures

Additional JCQ document for reference:

- JCQ Centre Inspection Service Changes

Centre-specific reference information:

Any key information is included in the centre's exam policy.

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to

Edward Lake - Associate Exam Officer

Fiona McGarvey - Exam Officer/SLT lead

Sharon

Dempsey - Curriculum Deputy

Stephen Gabriel - Head of Centre.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including that candidates' work is backed-up and considering the contingency of

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

- Candidate information

Reference information:

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

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

Additional JCQ documents for reference:

- Key Dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements
- Information for candidates documents
- Exam Room Posters

Centre-specific reference information:

Centre's Exam Policy

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to

Edward Lake - Associate Exam Officer

Fiona McGarvey - Exam Officer/SLT lead

Sharon

Dempsey - Curriculum Deputy

Stephen Gabriel - Head of Centre.

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

Main areas of compliance relate to:

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

- Retention of candidates' work

The responsibility of the centre (GR 5)

- Conducting examinations and assessments
- Malpractice

Reference information:

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

- General Regulations for Approved Centres (3, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)

Additional JCQ document for reference:

- Guidance Notes – Very Late Arrival

Centre-specific reference information:

see centre's exam policy

After examinations/assessments

Results and Post-Results

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

Responsibility for ensuring compliance will be escalated to

Edward Lake - Associate Exam Officer

Fiona McGarvey - Exam Officer/SLT lead

Sharon Dempsey - Curriculum Deputy

Stephen Gabriel - Head of Centre.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

Reference information:

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

- General Regulations for Approved Centres (5)

Additional JCQ documents for reference:

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

Centre-specific reference information:

centre's exam policy

Any changes/ announcements around post exams will be published on the school website

Changes 2025/2026

(Updated) Under heading **Planning** updated list of JCQ reference documents

Centre-specific changes

policy reviewed no additional changes made

2 Malpractice Policy (Exams)

St Peter's RC High School

2 Malpractice Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	02/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	29/09/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake- Associate Exam Officer

This policy is reviewed and updated annually to ensure that any malpractice at St Peter's RC High School is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ documents **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What are malpractice and maladministration?

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

- a breach of the Regulations, and/or
- a breach of awarding body requirements regarding how a qualification should be delivered, and/or
- a failure to follow established procedures in relation to a qualification

which:

- gives rise to prejudice to candidates, and/or
- compromises public confidence in qualifications, and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

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

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

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

Centre malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 1.9). (SMPP 2)

Purpose of the policy

To confirm St Peter's RC High School:

- has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use

of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations St Peter's RC High School will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the current JCQ document **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

St Peter's RC High School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
 - General Regulations for Approved Centres 2025-2026
 - Instructions for conducting examinations (ICE) 2025-2026
 - Instructions for conducting coursework 2025-2026
 - Instructions for conducting non-examination assessments 2025-2026
 - Access Arrangements and Reasonable Adjustments 2025-2026
 - A guide to the special consideration process 2025-2026
 - Suspected Malpractice: Policies and Procedures 2025-2026 (this document)
 - Plagiarism in Assessments
 - AI Use in Assessments: Protecting the Integrity of Qualifications
 - Post Results Services June 2025 and November 2025
 - A guide to the awarding bodies' appeals processes 2025-2026
 - Guidance for centres on cyber security

(SMPP 3.2)

Additional information:

Centre's exam policy

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

Candidates are informed before the exam series what constitutes malpractice and are given clear guidance on what they are not allowed - this is done through a whole year group assembly, the main warnings are repeated each day before the candidates enter the exam room. candidates are also informed of what constitutes malpractice before they embark on their first piece of coursework for the vocational subjects- particular reference is made to the use of AI in producing their work

AI use in assessments

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments. As a centre we use specific exam accounts for both formal examinations and for internal assessments - such as coursework in the vocational subjects

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs).

JCQ's guidance which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

Candidates will be issued with of the JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document prior to completing their work/prior to signing the declaration of authentication.

Identification and reporting of malpractice

Escalating suspected malpractice issues

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

if in the exam room, the Exam Officer is notified immediately- a log is made of the allegation and against which

candidate, a statement is requested in support of the allegation. This must be supplied promptly. The exam officer immediately notifies the Curriculum Deputy and the Head of Centre-

the relevant JCQ forms

are then completed and submitted. If in the process of coursework, then the Exam Officer is notified immediately, a log is made of the allegation and against

which candidate(s) and a statement in support of the allegation is requested;

this must be submitted to Exam Officer promptly. The Exam Officer

then notifies the Curriculum Deputy

and Head of Centre

the candidate accused

of malpractice is informed

of the allegation and has the opportunity to submit their own statement. The candidate is reminded of the possible consequences of the malpractice; the parents of the candidate are informed promptly of what the allegation is and what the consequences could be. The candidate and parent are kept updated about next steps and are notified officially of the outcome.

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)
- The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not need to be reported to the awarding body. Instead, they will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported using a JCQ M1 to the relevant awarding body. If, at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP 4.5)

- If, in the view of the investigator, there is sufficient evidence that an individual may have committed malpractice, that individual (the candidate or the member of staff) will be informed of all the required information and the accused individual informed of their rights and responsibilities (SMPP 5.33-3.4)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report to the relevant awarding body summarising the information obtained and actions taken, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Additional information:

n/a

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any

sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Additional information:

n/a

Appeals against decisions made in cases of malpractice

St Peter's RC High School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ document **A guide to the awarding bodies' appeals processes**

Additional information:

All relevant documents are available on the school website for reference

Changes 2025/2026

(Added) New heading **Centre malpractice** added.

(Added) Under heading **Preventing malpractice** added to the list of JCQ documents.

(Added/amended) Under heading **AI use in assessments**:

- additional/amended text added in bullet points to reflect slight changes in SMPP
- optional insert field added referencing the JCQ document **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document.

(Amended) Under heading **Reporting suspected malpractice to the awarding body** text amended to reflect wording changes/additions in SMPP.

Centre-specific changes

n/a

3 Exam Contingency Plan

St Peter's RC High School

3 Exam Contingency Plan

Centre name	St Peter's RC High School
Centre number	32419
Date plan first created	02/12/2024
Current plan approved by	Sharon Dempsey
Current plan reviewed by	Fiona McGarvey
Date of review	29/09/2025
Date of next review	01/12/2026

Key staff involved in the plan

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
Other staff (if applicable)	Kate Holden - SLT Inclusion Edward Lake - Associate Exam Officer

This plan is reviewed and updated annually to ensure that contingency planning at St Peter's RC High School is managed in accordance with current requirements and regulations.

Purpose of the plan

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

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at St Peter's RC High School.

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

This plan details how St Peter's RC High School complies with the JCQ's **General Regulations for Approved Centres** (5.3 *Centre management*) by having in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:

- a contingency plan which covers all aspects of examination/assessment administration and delivery

Contingency arrangements

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

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

The plan **must** cover the following scenarios:

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

As part of the contingency plan the centre **must** identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre **must** ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks. (GR 3.17-19)

Operating across more than one centre

This does not apply to this centre

National Centre Number Register and other information requirements

The head of centre will ensure that the centre completes the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is

closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle

Sharon

Dempsey - Curriculum Deputy will fulfill

the role of the Head of Centre

in the absence of the Head of Centre.

Possible causes of disruption to the exam process

1. Exams officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

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

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

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

Results and post-results

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

The Exam Office Team are in post to ensure that all criteria identified above, linked to pre-exams and planning are avoided; a shared calendar of key dates and tasks to ensure that all deadlines are met. During the actual exam series-Exam Officer and Associate Exam Officer are in post to ensure that there is always someone able to undertake the key tasks during the exams. Results- having both in post to ensure that all key tasks relating to results and post-results can be undertaken in a timely manner.

2. SENCo (or equivalent role) extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Sendco and an SLT responsible for inclusion in post - both who have oversight of all the criteria above

links with partner sixth form colleges who are able to support with the formal testing

3. Teaching staff (or other key staff essential to the examination process) **extended absence at a critical stage of the exam cycle**

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks (including controlled assessment and coursework) not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Other criteria:

If the only teacher who can teach subject absent at key points-centre will get support from partner schools and colleges to ensure that all exam content is delivered in a timely manner and that no pupil is disadvantaged.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Ensure that HOF and Line Managers have oversight and ownership of the teaching and exam delivery within their subject areas.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Use agency invigilators - they will be informed of the centre's expectations upon arrival; their knowledge/training for invigilating will be checked by the Exam Officer upon arrival at the centre

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

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- **Alternative site(s)** details:
Xaverian College, Lower Park Rd, Manchester M14 5RB
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details:
 - Parents will be notified by text and also details will be posted on the school's website.
Candidates will be notified via their Teams Channel - all details relevant will be posted.
 - Ensure the secure transportation of question papers or assessment materials to the alternative venue
 - (After the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

Ensure that there is a secure copy of entry lists, candidate photo cards and seating plans, that can be accessed away from the centre

6. Cyber security

Criteria for implementation of the plan

- Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Examinations Cyber Attack Policy: Preventative Measures and Response

Data Backup:

- Implement and regularly test robust data backup and recovery procedures.

Contingency Planning:

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Develop and maintain a contingency plan for scenarios where the school's ICT resources are compromised, especially during exams. This may include transporting students to an alternative venue.

Cybersecurity Guidance:

- Follow and periodically review advice from the National Cyber Security Centre (NCSC).

.

Utilize NCSC's free Web Check and Mail Check services to enhance cyber protection.

ICT Security Testing:

.

Conduct regular tests on the school's ICT security systems to ensure they are up-to-date and effective.

Staff Awareness:

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Educate staff on

cybersecurity issues, including recognizing phishing emails and other potential threats.

Electronic Work Security:

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Ensure that all electronically produced student work is regularly backed up and securely stored on the school's IT system.

Incident Response:

If a cyber-attack threatens exam delivery:

.

The Exams Officer will collaborate with IT and contact the relevant Awarding Body for guidance.

.

Senior Leaders will oversee the situation and act as directed by the Awarding Bodies.

.

External support may be hired if necessary to resolve the issue and prevent future attacks.

7. Failure of IT systems

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Examination IT System Failure Policy

In case of IT system failures during the examination cycle, the following steps will be taken:

1.

Submitting Entries:

.

The Exam Officer will submit exam entries to awarding bodies using secure extranet sites from an alternative location.

2.
Exam Scheduling and
Candidate Timetables:

•
Scheduling and timetables

will be generated using backup data from the school's MIS system. If needed, alternative software or manual methods will be used.

3.
Online Examinations:

•
The Exam Officer will

communicate with awarding bodies to reschedule online exams affected by system failures or find alternative solutions.

4.
Results and
Post-Results Inquiries:

•
Results will be

retrieved directly from awarding bodies' secure extranet sites. If necessary, access will be from an alternative location.

Post-results inquiries made using awarding bodies' secure extranet sites.

General Procedures:

•
The Head Teacher and

IT team to be immediately notified of any issues.

•
The IT team will

investigate and resolve problems promptly, working with external support if required.

•
The Exams Officer will

collaborate with the Network Manager to implement alternative solutions as needed.

Responsible Parties:

•
Exam Officer

•
Senior Leadership Team
(SLT)

•
IT Manager

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

No other criteria identified

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

Criteria for implementation of the plan

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

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- **Communication details:**
 - Parents will be notified by text and also details will be posted on the schools website.
 - Candidates will be notified via their Teams Channel - all details relevant will be posted

- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

No other actions identified

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

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- focus on options that enable candidates to take their examinations (referencing the JCQ document *Preparing for disruption to examinations*)
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication details:**
 - parents will be notified by text and also details will be posted on the schools website
 - candidates will be notified via their Teams Channel - all details relevant will be posted
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions
identified

11. Centre may not be able to open for examinations

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

Criteria for implementation of the plan

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

Other criteria:

No other criteria
identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- focus on enabling candidates to take their examinations
- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal)
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Alternative site(s) details:**
Xaverian College, Lower Park
Rd, Manchester M14
5RB
- **Communication details:**
 - parents will be notified
by text and also details
will be posted
on the schools website
 - candidates will be notified
via their Teams Channel - all details
relevant will be posted

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions
identified

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Other criteria:

No other criteria
identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

No other actions
identified

13. Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

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

Other criteria:

No other criteria
identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate

alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*

- ensure the secure storage of completed examination scripts until as close to the collection time as possible

Other centre actions:

No other actions
identified

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Other criteria:

No other criteria
identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

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

Other centre actions:

- Ensure that where possible secure back ups are held of coursework
- mock papers are kept secure after pupils have sat them to provide evidence if needed

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

Criteria for implementation of the plan

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

Other criteria:

No other criteria
identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this

is possible, in agreement with the relevant awarding body

- make arrangements to coordinate access to post-results services from an alternative venue
- **Alternative site(s)** details:
Xaverian College, Lower Park
Rd, Manchester M14
5RB
- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- **Communication** details:
 - Parents will be notified
by text and also details
will be posted
on the schools website.
 - Candidates will be notified
via their Teams Channel - all details
relevant will be posted.

Other centre actions:

No other actions
identified

16. Any other cause of disruption to the exam process

Cause of disruption

No further causes identified

Centre actions to mitigate the impact of the disruption listed above

Not applicable

Changes 2025/2026

(Changed) Under heading **Contingency arrangements** slight change of wording to reflect GR 3.17-19.

(Changed) Under heading **National Centre Number Register and other information requirements** slight change of wording to reflect GR 5.3.

(Changed) Heading **Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle**.

(Changed) Heading **3. Teaching staff** (or other key staff essential to the examination process) **extended absence at a critical stage of the exam cycle**

(Changed) Heading **6. Cyber security** and amended criteria for implementation of the plan.

(Changed) Heading **11. Centre may not be able to open for examinations**

(Updated) Under heading below **Further guidance to inform procedures and implement contingency planning**, relevant links and information has been updated and outdated links/information removed.

Centre-specific changes

n/a

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges - [Cyber security standards for schools and colleges](#)

Ofqual

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

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

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

Contingency planning

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

Disruption to assessments or exams

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

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

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

Steps you should take

Exam planning

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take

their exam or timetabled assessment when planned.

- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#)
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also [JCQ's guidance on special consideration](#)

Wider communications

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

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

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

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

Widespread national disruption to the taking of examinations or assessments

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

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

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

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

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

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

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days: Northern Ireland](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland

- [school terms and school closures](#) from NI Direct
- [opening schools, childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [protective security and preparedness for education settings](#) from the DfE
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre"

JCQ

JCQ guidance taken directly from [Instructions for conducting examinations 2025-2026](#) section 15, **Contingency planning**

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

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

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

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

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

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

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2026. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

15.7 In the event that there is national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort, the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such

circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

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

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[Preparing for disruption to examinations](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security](#)

GOV.UK

[Emergency planning and response](#): Exam and assessment disruption

[Dispatch of exam scripts guide](#): Contingency planning

Wales

[School closures: examinations](#)

[Opening schools in extremely bad weather and extreme hot weather](#)

Northern Ireland

[Exceptional closure days - Northern Ireland](#)

[Checklist - exceptional closure of schools](#)

National Cyber Security Centre

[Cyber Security for Schools](#)

[Cyber security training for school staff](#)

4 Lockdown Policy (Exams)

St Peter's RC High School

4 Lockdown Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	03/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	03/11/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey- Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake- Associate Exam Officer

This policy is reviewed and updated annually to ensure that a lockdown during the conducting of examinations at St Peter's RC High School is managed in accordance with current requirements and regulations.

In addition to this policy, a summary is provided to all centre staff of the information relating to a lockdown during the examination period using the framework of the Department for Education's [Lockdown Template](#).

Staff engaged directly with the conducting of examinations (e.g. exams officer, exams officer assistant, invigilators, facilitators of access arrangements, etc.) are instructed to refer to the full policy.

Definitions

For the purpose of this policy, the following definitions should be noted:

Lockdown

This is a protective measure implemented when there is a credible threat to the safety of candidates/students and staff. During a lockdown, individuals are instructed to remain inside the building and seek shelter in a secure location, away from the source of danger.

The purpose of a lockdown is to minimise exposure to potential harm and ensure the safety and wellbeing of everyone on site until the threat has been resolved or emergency services arrive.

Lockdown procedures may be activated in situations including:

- The presence of an unauthorised or suspicious individual on the grounds or within the building
- A violent, aggressive, or abusive parent/carer causing disruption
- A specific threat made against the centre or its occupants

All staff must be familiar with the centre's lockdown protocol and ensure candidates/students are guided calmly and efficiently to designated safe areas.

Communication with emergency services and internal coordination will be managed by the head of centre or designated safeguarding lead.

Invacuation

This is a safety measure used when there is a potential external threat in the surrounding area. While lockdowns are activated in response to immediate risks within or directly threatening the premises, invacuations are employed when it is safer for candidates/students, staff, and visitors to remain inside the building due to hazards outside.

Invacuation procedures are designed to ensure that all individuals are brought indoors promptly and remain inside until the external threat has passed or further guidance is provided by emergency services.

An invacuation may be applicable to exam candidates if they have left the exam room in the event of an emergency evacuation (for example, due to a fire alarm).

Examples of situations requiring invacuation include:

- The presence of loose or potentially dangerous animals on the grounds
- Environmental hazards such as gas leaks, smoke, or chemical pollution in the vicinity
- Nearby incidents (e.g. police activity or civil disturbance) that may pose a risk if individuals exit the building

Staff are expected to follow the invacuation protocol calmly and efficiently, ensuring that all candidates/students are accounted for and safely indoors. The head of centre or designated safeguarding lead will oversee communication and coordination during such events.

Purpose of the policy

This policy details the measures taken at St Peter's RC High School in the event of a centre lockdown during the conducting of examinations.

Lockdown procedures have been determined by consulting [ProtectUK](#), the Department for Education's guidance relating to [School and college security](#) and [Martyn's Law](#).

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

The Terrorism (Protection of Premises) Act 2025

Although St Peter's RC High School is not classified as a high-risk venue under current legislation, we are committed to embedding the principles of Martyn's Law into our safeguarding and emergency preparedness framework. These include:

- **Risk awareness:** Staff being equipped to identify potential threats and recognise suspicious behaviour or activity that may pose a risk to students, staff and visitors
- **Emergency planning:** Maintaining clear, comprehensive, and regularly reviewed procedures to respond effectively to a range of emergency scenarios
- **Rapid response capability:** Training staff to act swiftly and appropriately in the event of an emergency to ensure the safety and protection of students, colleagues, and visitors

These principles underpin our broader approach to security and safeguarding, and will be reflected in staff training, policy reviews, and incident management protocols.

Compliance

To ensure that all staff at St Peter's RC High School are meeting the requirements of the Terrorism (Protection of Premises) Act 2025, the following procedures are in place:

Evacuation (Getting people out of the building)

An evacuation of the exam room will be initiated when it is deemed safer for candidates and staff to leave the room and the building due to an internal threat such as fire, gas leak, structural damage, or other emergencies. This procedure ensures a swift, orderly, and safe exit to designated assembly points.

Step-by-step procedure:

1. Activation of alarm

- The fire alarm or emergency alert system will be triggered manually or automatically.
- Invigilators will immediately begin evacuation procedures without waiting for further instruction unless advised otherwise

2. Immediate response

- Candidates will be instructed to stop their examination and prepare to leave the exam room in line with the invigilator's instructions
- Invigilators will lead candidates out of the building via the nearest safe exit, avoiding lifts and blocked routes

3. Use of evacuation routes

- Pre-assigned evacuation routes and exits will be followed
- Invigilators will check the exam room (and any candidates who may have temporarily left the exam room) to ensure that no one is left behind

4. Assembly at designated point

- Invigilators will take candidates to the designated assembly point(s) outside the building
- Registers will be taken promptly to account for all candidates and invigilators
- Any missing candidates will be reported immediately to the senior leadership team or emergency services

5. Communication and co-ordination

- The head of centre or designated safeguarding lead will liaise with emergency services and provides updates
- Invigilators will supervise candidates and maintain calm until further instructions are given

6. Re-entry or dismissal

- No one will be permitted to re-enter the building until it has been declared safe by emergency personnel

Invacuation (Moving people to a safe place)

If candidates have been outside of the exam room, for example, for an emergency evacuation, or on a supervised rest break, they will be brought back into the exam room promptly and remain inside until the situation is resolved. The procedure will include:

1. Initial Alert

- The head of centre or designated safeguarding lead will assess the situation and initiate the invacuation protocol
- A clear announcement will be made via the centre's communication system (e.g. tannoy, radios, or internal messaging)

2. Movement Indoors

- All outdoor activities (for example, an emergency evacuation or supervised rest break) being undertaken by candidates sitting an examination will be halted immediately
- Candidates will be escorted indoors quickly and calmly, using the nearest safe entry point

3. Securing the Building

- External doors and windows will be closed and secured
- Access points will be monitored to prevent entry or exit until the all-clear is given

4. Internal Safety Measures

- Candidates and staff (invigilators) will remain in the exam room or designated safe area(s) o
- Movement within the building will be restricted unless necessary
- Invigilators will take registers to account for all candidates and report any discrepancies to the exams office/officer (unless instructed otherwise)

5. Communication

- The head of centre or designated safeguarding lead will maintain contact with emergency services and monitor updates
- Parents/carers will be informed if appropriate, depending on the nature and duration of the incident

6. All-Clear and Debrief

- Once the threat has passed, an all-clear message will be issued
- Candidates will resume their examination

- The incident will be reported to the relevant awarding body/bodies, and a short debrief may be conducted to review the response and identify any improvements

Lockdown procedure

Where a lockdown is required, the following procedures will be followed at St Peter's RC High School:

Before an examination

As candidates are entering/waiting to enter the examination room:

Invigilators will:

- instruct candidates to enter the examination room immediately
- instruct candidates to remain silent, hide under desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- take an attendance register/head count if possible
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

A senior leader/authorised person will be present around the examination room area(s) and where safe/possible, communicate the situation to the exams office/officer (via mobile phone/walkie talkie on silent and non-vibrate mode).

The exams office/officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

Additional centre-specific procedures:

n/a

During an examination

When candidates are in the examination room:

Invigilators will:

- tell candidates to stop writing immediately and close their answer booklets
- collect the attendance register
- make a note of the time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)

- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

Where safe/possible, the exams office/officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

If appropriate, where safe/possible, and following instruction from the appropriate authority, the exams office/officer and/or invigilators will initiate the emergency evacuation procedure.

Where safe/possible, the exams office/officer will collect all examination question papers and materials for safe/secure storage following advice from the appropriate awarding body/bodies.

Additional centre-specific procedures:

n/a

After an examination

As candidates are leaving the examination room:

Invigilators will:

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

Where safe/possible, the exams officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

Additional centre-specific procedures:

n/a

Ending a lockdown

The lockdown will be ended by either:

- the sound of a defined alarm, or
- the identification/authorisation of emergency service officer/senior leader/head of centre entering the examination room

A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine.

Invigilators will undertake a head count/register and confirm attendance with the exams office/officer/senior leader.

Where applicable and if advised to do so by a senior leader/head of centre, if there is sufficient time (and following JCQ regulations), candidates may be allowed to restart their examination.

Invigilators will:

- ask candidates to return to their desks, remind them they are under formal examination conditions and allow a settling down period
- allow candidates the full working time remaining for their examination
- recalculate the revised finish time(s)
- tell the candidates to open their answer booklets and re-start their examination
- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies)

The exams office/officer will:

- safely/securely store all collected exam papers and materials pending awarding body advice/guidance

and where this may be applicable:

- ensure appropriate follow-up is undertaken after the incident, reporting the incident to the awarding body and the actions taken, where this may be applicable
- where this may be applicable, ensure a full report of the incident is produced and retained on file if required by an awarding body
- where this may be applicable, ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged

Where applicable/possible/available, the senior leader/exams office/officer will:

- discuss any alternative examination sittings with the awarding body/bodies
- offer, arrange and provide support services to staff and candidates

At the earliest immediate opportunity the head of centre will ensure that any breach of question paper security or malpractice is reported to the awarding body.

At the earliest opportunity, the senior leader/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).

Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support.

- If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Additional centre-specific procedures:

In the event of an emergency lockdown procedure being implemented, the tannoy will be used to announce Code Red warning

Roles and responsibilities

The role of the head of centre

- To ensure that vulnerability and space assessments are conducted to:
 - Identify specific risks (for example, intruders, violent or aggressive individuals or incidents happening in the local area)
 - Consider different times of the day/during an examination when candidates may be more dispersed across the site or away from the exam room (for example, during a supervised rest break, a toilet break)
 - Highlight areas centre where an attacker might carry out an attack, and where the easiest places to gain access are
 - Assess how many candidates can be accommodated in a particular (safe) area (for example, the exam room)
- Ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- Arrange appropriate training for all exams-related staff in evacuation, invacuation and lockdown procedures
- Ensure candidates are aware of the procedures relating to an evacuation, invacuation and lockdown, particularly those arriving late for an examination who cannot access the examination room due to it being locked down
- Ensure all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the room becomes unsafe
- Provide written invacuation and lockdown procedures for examination room/invigilator use
- Inform the relevant emergency service(s) immediately in the case of any potential threat to the safety of exams staff and candidates

Additional responsibilities:

n/a

The role of the senior leader

- Assume responsibility for exams staff and candidates taking examinations during an invacuation/lockdown
- Arrange training/drills for examination candidates on invacuation and lockdown procedures
- Inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- Have a presence around examination room areas prior to the start of each examination session

- Liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during an invacuation/lockdown
- Use the examination room attendance register(s) to compile a list of any candidates not accounted for

Additional responsibilities:

policy is shared as part of the exam policy on the school website

The role of the exams office/officer

- Train invigilators in the centre's invacuation and lockdown procedure(s) (This should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room)
- Where safe/possible, liaise with senior leaders/invigilators in all examination rooms during an invacuation/lockdown
- Assist with invacuation/lockdown training for staff and students where applicable to the conducting of examinations

Additional responsibilities:

n/a

The role of the invigilator

- Be aware of the centre's invacuation/lockdown procedure(s)
- Complete attendance registers as soon as possible so candidates can be identified in the event of an invacuation/lockdown
- Where safe/possible, to communicate with the exams office/officer during an invacuation/lockdown to confirm the situation in a particular examination room
- Where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight

Additional responsibilities:

N/A

Changes for 2025/2026

(Replaced/Added) **Introduction** replaced with **Definitions** and reference to invacuation added throughout.

(Added/Removed) Reference to legislation - **Martyn's Law** and the **Terrorism (Protection of Premises) Act 2025** - added and reference to RUN HIDE TELL removed.

(Added) **Compliance** section added.

(Added) New bullet points/optional insert fields added in various places for accepting/declining.

(Updated) Various insert prompts updated with additional information.

Centre-specific changes

no other centre specific changes were made upon review

5 Internal Appeals Procedure (Internal assessment decisions)

St Peter's RC High School

Changed: Under heading Appeals against decisions to reject a candidate's work on the grounds of malpractice
5 Internal Appeals Procedure (Internal assessment decisions)

Centre name	St Peter's RC High School
Centre number	32419
Date procedure first created	06/12/2024
Current procedure approved by	Sharon Dempsey
Current procedure reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the procedure

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre-assessed marks) at St Peter's RC High School are managed in accordance with current requirements and regulations in the following JCQ documents: **General Regulations for Approved Centres** (5.3, 5.7), **Instructions for conducting non-examination assessments** (4.6, 6.1, 9) and **Instructions for conducting coursework** (6, 7, 13.5). This procedure is also informed by the JCQ documents **Review of marking (centre assessed marks) suggested template for centres**, **Notice to Centres - Informing candidates of their centre assessed marks** and **Suspected Malpractice: Policies and Procedures** (3.3, 4.5, Form JCQ/M1).

Introduction

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

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

The qualifications delivered at St Peter's RC High School containing internally assessed components or units are:

- GCSE English - spoken element
- BTEC Tech Award Travel and Tourism
- BTEC Tech Award Sport
- BTEC Tech Award Music
- BTEC Tech Award Performing arts
- BTEC Tech Award Health and Social
- WJEC Hospitality and Catering
- WJEC Engineering
- AQA GCSE Art
- AQA GCSE Art- Textiles
- AQA GCSE Art - Photography
- OCR Enterprise and Marketing

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at St Peter's RC High School for dealing with appeals relating to internal assessment decisions.

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

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

Principles relating to centre assessed marks

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

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

- All centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework which details the procedures relating to relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity and do not have any potential conflicts of interest (If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker)
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body (Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking)
- On being informed of their centre-assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to the marking, then the candidate may make use of the appeals procedure below to consider whether to request a review of the centre's marking

Additional centre-specific principles:

- Candidates work must be marked by two members of staff- mark must be agreed
- Candidates work and mark must be reviewed by the HOF and Line Manager to ensure that marking is within guidelines

Procedure for appealing internal assessment decisions (centre-assessed marks)

The head of centre/senior leader(s) at St Peter's RC High School will:

- Ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- Inform candidates that they may request copies of materials (as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions or copies) within the period of time as specified (see **Deadlines** below)
- Inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)
- Require candidates to make requests for a review of centre marking by completing an internal appeals form and submitting it to the exam officer

- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see **Deadlines** below)
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

not applicable

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

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

The JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).

The centre ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.

Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported to the awarding body.

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

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

the concern must be flagged by the staff member to the curriculum deputy, exam officer and Quality

Nominee, the candidate will be spoken to and they will have to resubmit the work - this must be done as soon as possible to ensure that the candidate is not unfairly disadvantaged. Work must be regularly monitored to ensure that any potential malpractice is identified before the submission deadlines

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

a written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, should be submitted

an internal appeals form should be completed and submitted to the exam officer/Quality Nominee within 5 working days of the decision being made known to the appellant.

The head of centre will be informed of any appeal and the head of centre will make any final decision

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

- within 14 working days of the appeal being received and logged by the centre

Deadlines and timescales

- upon request, copies of materials will be made available to the candidate within 5 working days
- the deadline to request a review of marking must be made within 3 working days of the candidate receiving copies of the requested materials
- the process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 5 working days, all before the awarding body's deadline for the submission of marks

Changes 2025/2026

(Changed/Added) Under heading **Appeals against decisions to reject a candidate's work on the grounds of malpractice** wording changed in bullet points and new bullet points added.

Centre-specific changes

no other centre specific changes were made upon review

6 Access Arrangements Policy

St Peter's RC High School

6 Access Arrangements Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	03/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	29/09/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
Other staff (if applicable)	Kate Holden - SLT inclusion lead Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that access arrangements process at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AARA refer to the JCQ documents **General Regulations for Approved Centres, Instructions for conducting examinations** and **Acesss Arrangements and Reasonable Adjustments**.

References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AARA 1.8). The definitions and procedures in AARA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

Introduction

(AARA Definitions)

Access arrangements

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

Reasonable adjustments

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

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

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

An adjustment will not be approved if it:

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

This is because the adjustment is not 'reasonable'.

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

Purpose of the policy

The purpose of this policy is to confirm that St Peter's RC High School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to check the qualification(s) of its assessor(s) and that the correct procedures are followed, as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments* (GR 5.4)

1. General principles

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

those with a temporary illness or temporary injury. (GR 5.4)

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AA 4.2)

The principles for St Peter's RC High School to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AARA 4.2)
- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AARA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AARA 4.2)
- Applications for access arrangements/reasonable adjustments should be processed at the start of or during the first year of a two-year the course having firmly established a picture of need and normal way of working (AARA 4.2)
- Arrangements **must** always be approved **before** an examination or assessment (AARA 4.2)
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (AARA 4.2)
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AARA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in:

- Equalities policy (Exams).

2. The assessment process

At St Peter's RC High School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AARA 7.3)

Details and qualification(s) of the current assessor(s)

Kate Holden

Serene Phillips

Appointment of assessors

At the point an assessor is engaged/employed at St Peter's RC High School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AARA 7.3)

- This process is carried out prior to the assessor undertaking any assessment of a candidate (AARA 7.3)
- Evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidence that the assessor(s) is/are suitably qualified (AARA 7.3, 7.4)

Additional information:

Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AARA 7.4)

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

- Serene Philips/
Kate Holden
- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within *Access arrangements online*. (AARA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the *Access Arrangements and Reasonable Adjustments* document must be entered into *Access arrangements online* to confirm their status (AARA 7.4)

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

St Peter's RC High School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AARA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AARA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AARA 7.5)
- The assessor **must** carry out tests which are relevant to support the application (AARA 7.5)
- A privately commissioned assessment, where the centre has not been involved, **cannot** be used to award access arrangements and **cannot** be used to process an application using *Access arrangements online* (AARA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated (AARA 7.3)

Additional information:

n/a

Picture of need/normal way of working

St Peter's RC High School confirms:

- Before the candidate's assessment, the person appointed in the centre **must** provide the assessor with background information, i.e. a picture of need has been painted, as required in Part 1 of Form 8. The

centre and the assessor **must** work together to ensure a joined-up and consistent process. (AARA 7.5)

Additional information:

n/a

3. Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document *Access Arrangements and Reasonable Adjustments*.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Online applications **must** only be processed where they are supported by the centre **and** the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:

- Stephen Gabriel - Head of Centre

Appropriate evidence, where required by the arrangement, is held on file by:

- Serene Philips/ Kate Holden

- **The use of a word processor**

The word processor policy details the criteria St Peter's RC High School specifically uses to award and allocate word processors for examinations and assessments.

- **Alternative rooming arrangements**

The alternative rooming policy details the criteria St Peter's RC High School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or an alternative room with one-to-one invigilation.

Additional information

n/a

Modified papers

Modified papers are ordered using AAO.

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

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

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AARA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AARA 4.2)

It is the responsibility of:

- Kate Holden/Serene Phillips SEND team to inform candidates that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
- Ed Lake/Fiona McGarvey Exams Team to submit applications for approval using AAO
- Val Smith to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AARA 8.6)
- Ed Lake/Fiona McGarvey to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Ed Lake/Fiona McGarvey to order modified papers

Additional responsibilities:

n/a

Changes 2025/2026

References to AA changed to AARA

(Added/Removed) Under heading **Roles and responsibilities:**

Added new bullet point to reference the requirement to comply with the UK GDPR and the Data Protection Act 2018.

Removed reference to a signed candidate personal data consent form and Data protection confirmation by the examinations officer or SENCo form which are no longer required.

This section will therefore need to be edited when reviewing and updating this policy for 2025/2026.

Centre-specific changes

amended the sections as above - detailed names for the access arrangements process

7 Complaints Policy (exams)

St Peter's RC High School

7 Complaints Policy (exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	03/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake- Associate Exam Officer

This policy is reviewed and updated annually to ensure that any complaints at St Peter's RC High School are managed in accordance with current requirements and regulations.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for complaints at St Peter's RC High School and confirms compliance with JCQ's **General Regulations for Approved Centres** (5.3, 5.8) in drawing to the attention of candidates and their parents/carers our written complaints policy which covers general complaints regarding the centre's delivery or administration of a qualification and our internal appeals procedure.

Grounds for complaint

A candidate (or their/parent/carers) at St Peter's RC High School may make a complaint on the grounds below (This is not an exhaustive list).

Teaching and Learning

- Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an examination candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre-assessed mark prior to marks being submitted to the awarding body
- Candidate not informed of their centre-assessed mark in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of the centre-assessed mark
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to teaching and learning:

n/a

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate was not informed that an application for access arrangements was to be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
- Candidate not informed/adequately informed of the arrangement(s) in place and the subjects or components of subjects where the arrangement(s) would not apply

- Examination information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during examination/assessment
- Approved access arrangement(s) not put in place at the time of an examination/assessment
- Appropriate arrangement(s) not put in place at the time of an examination/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to access arrangements:

n/a

Entries

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

Additional grounds for complaint relating to examination entries:

n/a

Conducting examinations

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

Additional grounds for complaint relating to the conducting of examinations:

n/a

Results and Post-Results

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

Additional grounds for complaint relating to results and post-results:

n/a

Raising a concern/complaint

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, St Peter's RC High School encourages an informal resolution in the first instance.

This can be undertaken by:

- raising the concern/complaint in writing to the headteacher.

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

How to make a formal complaint

All documentation relating to the submission of a formal complaint is available from, and should be returned to:

- Fiona McGarvey
- Exam Officer

Formal complaints will be logged and acknowledged within:

- 5 working days

To make a formal complaint, candidates (or parents/carers) must:

- complete and return a complaints form.

How a formal complaint is investigated

Head of Centre will

appoint someone from the SLT with no involvement with the complaint and has no personal interest in the outcome to investigate the complaint and report on the findings and conclusion

The findings and conclusion of any investigation will be provided to the complainant within:

- 2 working weeks

Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

To submit an appeal, candidates (or parents/carers) must:

- follow the centre's internal appeals procedure also complete and return an internal appeal form

Appeals will be logged and acknowledged within:

- 3 working days

The appeal will be referred to:

- Exam officer

It will be the responsibility of Exam Officer (Fiona McGarvey) to inform the appellant of the final conclusion in accordance with the internal appeals procedure.

Additional details on the internal appeals process:

n/a

Changes 2025/2026

(update 01/10/2025)

(Removed/replaced) Under heading **Access arrangements and special consideration** removed reference to **candidate personal data consent form**/replaced with reference to complying with the UK GDPR and the Data Protection Act 2018

Centre-specific changes

no other centre changes were made at review

8 Conflicts of Interest Policy (Exams)

St Peter's RC High School

8 Conflicts of Interest Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	03/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake- Associate Exam Officer

This policy is reviewed and updated annually to ensure that conflicts of interest at St Peter's RC High School are managed in accordance with current requirements and regulations.

Reference in the policy to **GR** relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

It is the responsibility of the head of centre to ensure that St Peter's RC High School has in place for inspection a written conflicts of interest policy that must be reviewed and updated annually. This policy confirms that St Peter's RC High School:

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

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, **and**

maintains internal records of all instances where:

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

Purpose of the policy

The purpose of this policy is to confirm how St Peter's RC High School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declaration of interest from all centre staff (teaching and support staff) to identify and manage any potential conflicts of interest

Declaration process

all centre staff are made aware of potential conflicts of interest, staff are reminded to complete an electronic declaration of interest form if relevant. Completed forms must be returned to exam officer asap.

Managing conflicts of interest

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

Additional information:

n/a

Roles and responsibilities

The role of the head of centre is to ensure:

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

Additional responsibilities:

Ensure

that centre staff are aware

of the requirement to declare

any interest - ensure that declarations are recorded/logged as potential conflicts of interest.

The role of the exams office/officer

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

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

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

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

Additional responsibilities:

n/a

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

(Updated) The **General principles** section content has been reformatted and will require the user to edit and repopulate this section.

Centre-specific changes

no other centre specific changes were made upon review

9 Word Processor Policy (Exams)

St Peter's RC High School

9 Word Processor Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	03/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
IT manager	Dom Towers
Other staff (if applicable)	Kate Holden - SLT lead Inclusion Edward Lake - Associate exam officer Adam Wilde - IT team

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

References in this policy to **AARA** and **ICE** relate to/are directly taken from the JCQ documents **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

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

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

The following principles are applied to access arrangements at St Peter's RC High School:

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

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AARA 4.2.1)
- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AARA 4.2.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos (or equivalent role) must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AARA 4.2.3)
- The SENCo (or equivalent role) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AARA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AARA 4.2.7)

Purpose of the policy

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

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

The criteria St Peter's RC High School uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions

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

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not

being awarded a word processor would be at a substantial disadvantage to other candidates

St Peter's RC High School will:

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text switched off where it is their normal way of working within the centre (AARA 5.8.1)
- award the use of a word processor to candidates where appropriate to their needs (AARA 5.8.4). For example, a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting (This list is not exhaustive)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AARA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AARA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AARA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AARA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AARA 5.8.2)

St Peter's RC High School will not:

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

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

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AARA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AARA 5.8.4)

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

n/a

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

A candidate using a word processor is accommodated as follows:

- In the main exam room - if no additional arrangements in place; if there is then will be accommodated in the alternate arrangements room

In compliance with the regulations, St Peter's RC High School:

- provides a word processor with the spelling and grammar check and predictive text switched off, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of a laptop or tablet before the candidate's exam to ensure that the battery is sufficiently

charged for the entire duration of the exam (ICE 14.21)

- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit or component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop or tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

St Peter's RC High School will ensure the word processor:

(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites or spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

Portable storage medium

St Peter's RC High School will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

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

Printing the script after the exam has ended

St Peter's RC High School will ensure:

(ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

St Peter's RC High School:

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

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

n/a

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the SENCo (or equivalent role) and the exams officer

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

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7

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

n/a

Changes 2025/2026

(Added) To reflect the change in ICE (14.25), a new bullet point has been added - ensuring the word processor does not include AI tools

Centre-specific changes

no other centre specific changes were made upon review

10 Alternative Rooming Arrangements Policy (Exams)

St Peter's RC High School

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Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	03/12/2024
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Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
Other staff (if applicable)	Kate Holden - SLT Inclusion lead Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at St Peter's RC High School are awarded and managed in accordance with current requirements and regulations.

References in this policy to AARA and ICE refer to the JCQ documents **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

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

Purpose of the policy

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

1. Decisions on the awarding of the arrangement

At St Peter's RC High School, decisions on the awarding of the arrangement are made by:

SENDCO and SLT Inclusion Lead

Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AARA 5.16)
- The candidate's normal way of working within the centre (AARA 5.16)
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AARA 4.2.1)

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

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

The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room (AARA 5.16)

Additional information:

n/a

2. Criteria for the awarding of the arrangement

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

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** document (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AARA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AARA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination

room, the regulations and guidance within the JCQ document **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Additional information:

n/a

3. Other rooming arrangements

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

Candidates

with

readers, scribes

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

Centre-specific changes

no other centre specific changes were made upon review

11 Non-examination Assessment Policy (including Controlled assessment and coursework)

St Peter's RC High School

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Centre name	St Peter's RC High School
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Date policy first created	03/12/2024
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Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
Quality assurance lead/Lead internal verifier (or equivalent role)	Fiona McGarvey
Other staff (if applicable)	Gary Ainscough Gareth Kay Gabbie York Simon Perry Julie Illidge Cath Callaghan Michael Cosadinos Katie Soulsby Kelly Savage Michelle Ames James Brehony

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This policy is reviewed and updated annually to ensure that non-examination assessment at St Peter's RC High School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA/NEA VTQs and ICC refer to the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE)/(Vocational and Technical Qualifications) and **Instructions for conducting coursework**.

Introduction

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

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

- task setting
- task taking
- task marking (NEA 1)

The regulator's definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

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

Instructions for conducting coursework for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications are provided in the JCQ document *Instructions for conducting coursework*.

Instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments for use in the vocational and technical qualifications listed are provided in the JCQ document *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)*.

Purpose of the policy

This policy confirms the JCQ requirement that St Peter's RC High School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes how candidates' work will be authenticated.

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

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

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

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessment components, controlled assessment (where applicable) and coursework.

1. The basic principles

Head of centre role and responsibilities:

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

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
- (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Additional responsibilities:

not applicable

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs), **Instructions for conducting coursework** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

not applicable

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

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

ensure that staff have time to moderate the work

ensure that all staff are using the correct tasks

Subject lead role and responsibilities:

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

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

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

Additional responsibilities:

take part in the internal processes for moderation of work

Subject teacher role and responsibilities:

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

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

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

Additional responsibilities:

ensure that all staff are using the correct tasks

2. Task setting

Subject teacher role and responsibilities:

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

Additional responsibilities:

ensure candidates have read the JCQ guidance around malpractice and the use of AI - pupil sheet

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body

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

Additional responsibilities:

not applicable

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Ensure candidates:

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

Additional responsibilities:

not applicable

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner

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

Additional responsibilities:

not applicable

Resources

Subject teacher role and responsibilities:

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

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

Additional responsibilities:

not applicable

Word and time limits

Subject teacher role and responsibilities:

- Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and word limits

Additional responsibilities:

not applicable

Collaboration and group work

Subject teacher role and responsibilities:

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

own account of the assignment

- Assess the work of each candidate individually

Additional responsibilities:

not applicable

Authentication procedures - how candidates' work is authenticated

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and/or **Instructions for conducting coursework** and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

not applicable

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ documents **Instructions for conducting non-examination assessments/coursework** unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Additional responsibilities:

not applicable

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored

between sessions (if more than one session)

- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents **Instructions for conducting non-examination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - social media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Additional responsibilities:

not applicable

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Additional responsibilities:

ensure all work is in the correct teams location ready for uploading to exam board electronic upload platforms within given deadlines

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

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

Additional responsibilities:

n/a

Exams office/officer role and responsibilities:

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

Additional responsibilities:

n/a

Submission of work

Subject teacher role and responsibilities:

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

Additional responsibilities:

n/a

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

n/a

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster

family and similar close relationships) or close friends and their immediate family (e.g son/daughter)

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

Additional responsibilities:

n/a

Subject lead role and responsibilities:

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

Additional responsibilities:

n/a

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
(Does not use artificial intelligence as the sole means of marking candidates' work)
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Additional responsibilities:

n/a

Internal standardisation

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

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure accurate internal standardisation - for example by:

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

- Retain evidence that internal standardisation has been carried out

Additional responsibilities:

n/a

Subject teacher role and responsibilities:

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

Additional responsibilities:

n/a

Consortium arrangements for centre assessed NEA components

(If joint teaching arrangements are applicable to the centre)

Subject lead role and responsibilities:

not applicable

Subject teacher role and responsibilities:

not applicable

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

not applicable

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline

Ensure that for postal moderation:

- work is dispatched in packaging provided by the awarding body
- moderator label(s) provided by the awarding body are affixed to the packaging
- proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Additional responsibilities:

not applicable

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

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

Additional role and responsibilities:

not applicable

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

not applicable

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports/feedback forms and ensure that any remedial action, if necessary, is undertaken before the next exam series

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

- Access or signpost any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Additional responsibilities:

not applicable

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

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

Additional responsibilities:

not applicable

SENCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessment
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Additional responsibilities:

not applicable

7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

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

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

Additional responsibilities:

not applicable

8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

not applicable

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents **Information for candidates - non-examination assessments/coursework assessments**
- Ensure candidates understand the JCQ document **Information for candidates - social media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

- Signpost the JCQ document **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost to relevant staff the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

not applicable

9. Post-results services

Head of centre role and responsibilities:

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

Additional responsibilities:

not applicable

Subject lead role and responsibilities:

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

Additional responsibilities:

not applicable

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Additional responsibilities:

not applicable

10. Endorsements

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

Head of centre role and responsibilities:

responsible for the submission of declaration

ensure new lead teachers undertake the relevant training

ensure that all staff involved know and understand the process

ensure that all staff involved know where the recordings and marks are stored

ensure all relevant staff liaise with all relevant parties as part of any monitoring visit

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

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

Additional responsibilities:

n/a

Subject lead role and responsibilities:

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

Additional responsibilities:

ensure that there are more than just the sample submitted recorded and available if needed

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes

- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction or Not Classified**) and the storage and submission of recordings

Additional responsibilities:

not applicable

Exams office/officer role and responsibilities:

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

Additional responsibilities:

ensure lead teacher has up to date information about any candidates arriving at the centre or leaving the centre

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

Head of centre role and responsibilities:

n/a

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

n/a

Subject lead role and responsibilities:

n/a

Subject teacher role and responsibilities:

n/a

Exams office/officer role and responsibilities:

n/a

11. Private candidates

Subject lead role and responsibilities:

n/a

12. Qualification/Subject specific additional information

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

n/a

Changes 2025/2026

(Added) Under heading **Introduction** added reference to the new JCQ document **Instructions for conducting non-examination assessments (VTQs)** (and added various signposts to this document throughout).

(Reworded) Under heading **Introduction** reworded information about coursework.

(Added) Under heading **Purpose of the policy** added reference that the policy includes how candidates' work will be authenticated.

(Added) Under heading **Resources** (Subject teacher) added a new bullet point to reference ensuring candidates understand how all sources included in work that is submitted for assessment must be acknowledged.

(Changed) Heading **Authentication procedures** title has been extended - and added subject teacher ensuring that candidates sign the declaration as soon as they have completed the assessment.

(Changed) Heading **Consortium arrangements** title has been extended.

(Changed) Under headings **Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities** and **Management of issues and potential risks associated with non-examination assessment** added reference that these procedures relate to all non-examination assessments.

Centre-specific changes

no other centre specific changes were made upon review

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow the current JCQ publication Instructions for conducting non-examination assessments and the JCQ document Notice to Centres - Sharing NEA material and candidates' work .	Fiona McGarvey
Candidate malpractice	Records confirm that candidates are informed and understand they must not: submit work which is not their own / make available their work to other candidates through any medium / allow other candidates to have access to their own independently sourced material / assist other candidates to produce work / use books, the internet, AI or other sources without acknowledgement or attribution / submit work that has been word processed by a third party without acknowledgement / include inappropriate, offensive or obscene material. Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments/coursework and Information for candidates – social media - and understand they must not post their work on social media	Fiona McGarvey
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date	Fiona McGarvey

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Alternative IT system used to gain access Awarding body contacted to request direct email of task details	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	Fiona McGarvey
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria	Fiona McGarvey
Subject teacher long term absence during the task setting stage	See centre's contingency plan (Teaching staff extended absence)	Not Applicable
Issuing of tasks		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	Fiona McGarvey
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	Fiona McGarvey
Subject teacher long term absence during the issuing of tasks stage	See centre's examination contingency plan (Teaching staff extended absence)	Not Applicable
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	Fiona McGarvey
Task taking		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	Fiona McGarvey
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	Fiona McGarvey
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	Fiona McGarvey
A candidate is suspected of malpractice prior to submitting their work for	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for conducting	Fiona McGarvey

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
assessment	coursework (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ document A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate	Fiona McGarvey
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work	Fiona McGarvey
Candidate claims no advice and feedback given by subject teacher during the task-taking	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the	Fiona McGarvey

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
stage	centre's quality assurance procedure Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage	
A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	Fiona McGarvey
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ documents Information for candidates: non-examination assessments/coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure	Fiona McGarvey

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

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

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

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

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8) (VTQs 15) / Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work	Not Applicable
Candidate malpractice is discovered	Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9) (VTQs 5) / Instructions for conducting coursework (6) are followed Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	Fiona McGarvey
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not	Fiona McGarvey
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension	Fiona McGarvey

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Fiona McGarvey
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body	Fiona McGarvey
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and	Fiona McGarvey

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

12 Access to Scripts, Review of Results and Appeals Procedures

St Peter's RC High School

12 Access to Scripts, Review of Results and Appeals Procedures

Centre name	St Peter's RC High School
Centre number	32419
Date procedures first created	03/12/2024
Current procedures approved by	Sharon Dempsey
Current procedures reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the procedures

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

These procedures are reviewed and updated annually to ensure that St Peter's RC High School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in accordance with current requirements and regulations.

Reference in these procedures to GR and PRS refer to the JCQ documents **General Regulations for Approved Centres** and **Post-Results Services**.

Introduction

Following the issue of results, awarding bodies make post-results services available.

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

Access to Scripts (ATS)

Centres may request copies of scripts to support:

- reviews of marking; and/or
- teaching and learning

Requests must be submitted online via the awarding bodies' extranet sites.

Information on deadlines for Access to Scripts is found on awarding bodies' websites.

Reviews of Results (RoRs)

- Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests
- Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE AS, A-level and GCSE specifications. It is also available for Level 1, 2 and 3 Vocational and Technical qualifications.
- Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation): A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample

Requests must be submitted online via the awarding bodies' extranet sites.

Appeals:

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

Purpose of the procedures

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

Details of these procedures are made widely available and accessible to all candidates by:

Details of these procedures are made widely available and accessible to all candidates by Candidate exam handbook, links on the school website

The arrangements for post-results services

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

At St Peter's RC High School:

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

Candidates are made aware/informed by:

- Details of these procedures are made widely available and accessible to all candidates by Candidate exam handbook, links on the school website.

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

This information is made available to candidates and centre staff on results day/following the issue of results

Dealing with requests

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

At St Peter's RC High School the process to request a service is:

- by completing a Post-results services: request, consent and payment form available from the exams officer
- by emailing the exam officer with the details of which service is being requested for which exam paper

Candidate consent

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

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

St Peter's RC High School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking, and any subsequent appeal, or an access to scripts service request is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent **after** the publication of results
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS Appendix B)

Additional centre-specific actions:

n/a

Submitting requests

St Peter's RC High School will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ document **Post-results services** (GR 5.13)
- Submit requests for appeals in accordance with the JCQ document **A guide to the awarding bodies' appeals processes** (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Additional centre-specific actions:

n/a

Dealing with outcomes

St Peter's RC High School will:

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

Candidates will be notified by:

- an initial phone call and then followed up with an emailed copy of the outcome notification from the awarding body

Additional centre-specific actions:

not applicable

Managing disputes

At St Peter's RC High School any dispute/disagreement will be managed

in accordance with the internal

appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check a review of marking a review of moderation or an appeal (GR5.13).

Additional centre-specific actions:

not applicable

Changes 2025/2026

(Updated) Under heading **Introduction** wording updated in relation to the JCQ post-results services currently available.

(Reformatted) Under heading **The arrangements for post-results services** insert fields reformatted and require updating on reviewing and updating this procedure.

Centre-specific changes

no other centre specific changes were made upon review

13 Candidate Identification Procedure

St Peter's RC High School

13 Candidate Identification Procedure

Centre name	St Peter's RC High School
Centre number	32419
Date procedure first created	03/12/2024
Current procedure approved by	Sharon Dempsey
Current procedure reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the procedure

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

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

References in this procedure to GR and ICE refer to the JCQ documents **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the procedure

The purpose of this procedure is to confirm that St Peter's RC High School:

- verifies the identity of all students that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

1. Process to check candidate identity

Internal candidates

The identity of students on roll at St Peter's RC High School is checked as part of the initial registration process. (GR 5.6)

The process is:

- •
pupils who transfer from a primary school in England, their identity will have been identified at the primary school and their SIMS data file is transferred to us
- Pupils who join mid-year; these pupils will have been directed to us from the local authority who will have carried out the due diligence checks on identity. We require that the pupil's passport is brought into school before they enroll and a copy is kept on their file

Private candidates

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

At St Peter's RC High School:

- •
It is the Centre's policy that private candidates are not usually accepted; the only exception are recently left past pupils
- this means that the identity of the pupil can be verified by staff in the centre. These candidates are instructed to bring photo ID with them before they sit the exam to ensure that the information matches the information we hold on file for them.

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

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

The process at St Peter's RC High School is:

- • Photo desk cards-
detailing candidate number
and full legal name.
Registers are taken in a separate
room by the candidates normal
form tutors - who know the pupils well.
Senior Leader is present as the candidates enter the exam room, and does a check on candidates before
the exam officially starts

The following arrangements are also in place:

- A private or external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. a passport or photographic driving licence (ICE 16.5)
- Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.6)
- Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.8)

3. Roles and responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware of the procedure for confirming the identity of all candidates sitting examinations (ICE 16.1)
- Prior to the examination, inform a private or external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. passport or photographic driving licence. (ICE 16.5)
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.6-7)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.8)

Additional responsibilities:

not applicable

Changes 2025/2026

(Updated) Bullet points to reflect slight wording changes in ICE 16.5

Centre-specific changes

no other centre specific changes were made upon review

14 Overnight Supervision Arrangements Policy

St Peter's RC High School

14 Overnight Supervision Arrangements Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	04/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that overnight supervision arrangements at St Peter's RC High School are awarded and managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ document **Instructions for conducting examinations**.

Purpose of the policy

This purpose of this policy is to confirm that St Peter's RC High School:

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

1. Overnight supervision arrangements

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

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

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

- These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.3)
- Overnight supervision arrangements should only be applied as a last resort and only once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any necessary arrangement for overnight supervision of a candidate and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination that is deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes email, internet, online streaming services, printed media, radio, social media (including messaging apps), telephone or television (ICE 8.6)
- If the candidate opts to sit all examinations in one day, then the supervised break between each examination can be more than 20 minutes. The supervised break may be conducted in an alternative location within the centre.

Where the supervised break is conducted outside of the examination room, the candidate may revise using their own resources. However, the candidate must not:

- be in possession of an electronic communication or storage device or have access to the internet
- have contact with any candidate who has sat the examination
- be coached by a member of centre staff

A member of centre staff, or an invigilator, must always be in the same room as the candidate. The invigilator must not be the subject teacher for the rescheduled examination. (ICE 8.2)

2. Roles and responsibilities

The role of the head of centre

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while they are on the premises sitting examinations (ICE 8.4)
- Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.8)
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.8)

Additional responsibilities:

not applicable

The role of the exams office/officer

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and only once all other options have been exhausted (ICE 8)
- Rearrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is taken the following morning i.e. Saturday morning (ICE 8.10)
- Ensure the JCQ **Overnight Supervision** and **Overnight supervision declaration** forms are completed before the overnight supervision is to commence (ICE 8.7)
- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent, carer or centre staff, determining a method of supervision which ensures the candidate's wellbeing (ICE 8.5)
- Download the JCQ **Overnight supervision declaration** form for signing by the candidate, the supervisor and the head of centre (ICE 8.7)
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions as detailed in the JCQ document **Suspected Malpractice: Policies and Procedures** (ICE 8.8)
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.8)
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.4)
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the scheduled day of the examination are sealed in an envelope and returned to the centre's secure storage facility until all candidates have taken the examination (ICE 8.11)

Additional responsibilities:

not applicable

Changes 2025/2026

(Updated) References to sections of ICE 8 where these have been changed in ICE 2025-2026.

(Added) Bullet point under heading **Overnight supervision arrangements** to reflect change to ICE 8.2.

Centre-specific changes

no other centre specific changes were made upon review

15 Candidate Absence Policy

St Peter's RC High School

15 Candidate Absence Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	04/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that candidate absence from examinations at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ documents **Instructions for conducting examinations** and **A guide to the special consideration process**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at St Peter's RC High School.

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

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

1. Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

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

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

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

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

- A confirmed candidate absence is clearly recorded on the attendance register which is sent to the awarding body/examiner
- The candidate absence is noted on the seating plan by crossing through the candidate details

2. Roles and responsibilities

Overview

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

- the pastoral head of year
 - SLT - exam lead

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

- pastoral head of year
 - SLT- Exam lead
 - Head of Centre

The role of invigilators

Invigilators will:

- Be informed of the process for dealing with absent candidates through training
- Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

Additional responsibilities:

not applicable

The role of candidates

Candidates will be:

- Re-charged any relevant entry fees for unauthorised absence from examinations

Additional responsibilities:

not applicable

3. Special consideration

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

- The examination is in the candidate's terminal exam series (SC 4.2)
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.5)
- The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)

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

- Exam Officer
 - SLT - exam lead
 - Curriculum deputy

Changes 2025/2026

(Changed) Under heading **Special Consideration**:

Changed bullet point: The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6) To: The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)

Centre-specific changes

no other centre specific changes were made upon review

16 Candidate Late Arrival Policy

St Peter's RC High School

16 Candidate Late Arrival Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	04/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that candidates who arrive late to examinations at St Peter's RC High School are managed in accordance with current requirements and regulations.

References in this policy to GR and ICE refer to the JCQ documents **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at St Peter's RC High School.

A candidate will be considered late if they arrive:

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

A candidate will be considered very late if they arrive:

- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination
- after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that St Peter's RC High School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

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

1. Candidates who arrive late

The following procedures are applied at St Peter's RC High School in relation to candidates who arrive late to examinations:

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination **will** be permitted by the centre to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)
- A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier (ICE 21.5)

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

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

Other centre specific procedures:

not allow any candidate to enter the exam room

unless they have been escorted by the exam officer, the exam officer

is to ensure that they have reminded

the candidate of the possible

consequences for being late,

and to remind the candidate of the rules around malpractice and banned items

Candidates must be informed of their start time and what their end time will be in relation to the stated times on the board - this is written on red slip which is left on the candidate desk

2. Roles and responsibilities

The role of the exams office/officer

- Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training
- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
- Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)
- Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

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

- the time the candidate came under centre staff supervision
- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- the actual starting and finishing times of the examination
- the time the candidate started the examination
- the time the candidate finished the examination
- any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination (ICE 21.4)

Additional responsibilities:

not applicable

The role of invigilators

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late

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

Additional responsibilities:

Not allow any candidate to enter the exam room unless they have been escorted by the exam officer. The exam officer is to ensure that they have reminded the candidate of the possible consequences for being late, and to remind the candidate of the rules around malpractice and banned items ensure that the candidate has the red slip on their desk indicating their start and end time

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

Centre-specific changes

centre specific changes - reference to the red slips for individual start and end times for late arrivals were made upon review

17 Food and Drink Policy (Exams)

St Peter's RC High School

17 Food and Drink Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	04/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriuculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that food and drink in the examination room at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Purpose of the policy

This policy confirms that St Peter's RC High School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

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

1. Food and drink in the examination room

- Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18.4)

To enable invigilators to check these items quickly and efficiently:

- food brought into the examination room by the candidate must be free of packaging and in a transparent container
- drink bottles must be transparent with all labels removed, which would include transparent, reusable plastic bottles (ICE 18.4)

The following arrangements are applied at St Peter's RC High School:

- Water only is allowed in clear bottles with labels removed, bottle size must be 500ml or less
- Food is only allowed for medical reasons

Additional centre-specific arrangements:

- only water allowed in clear bottles- must be 500ml or less in size
- Food only for those with a medical condition - must be in a clear plastic box

2. Roles and responsibilities

The role of the exams office/officer

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

Additional responsibilities:

not applicable

The role of the invigilator

- Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Record what has happened and actions taken using an incident log in relation to any breach of

regulations/centre-specific arrangements regarding food and drink in the examination room (ICE 20.2)

Additional responsibilities:

not applicable

The role of the head of centre

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

Additional responsibilities:

not applicable

Changes 2025/2026

(Updated) Reference to ICE 18.2 updated to 18.4

Centre-specific changes

no other centre specific changes were made upon review

18 Leaving the Examination Room Policy

St Peter's RC High School

18 Leaving the Examination Room Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	05/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam officer

This policy is reviewed and updated annually to ensure that candidates leaving the examination room at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ document **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at St Peter's RC High School is managed in line with JCQ regulations.

This policy confirms:

- the correct procedures are followed in relation to candidates leaving the examination room
- St Peter's RC High School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

1. Arrangements for leaving the examination room

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. (ICE 23.3)

Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.5)

- Candidates can only leave the examination room where necessary or where supervised rest breaks have been granted by the SENCo. The centre must ensure that candidates who leave the room do not have access to any unauthorised materials. (ICE 23.4)
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room (ICE 23.6)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

The following arrangements are applied at St Peter's RC High School:

medical use of toilet - candidate escorted to the toilet, record kept of time out of the room - time added to their exam. the candidates with a medical pass for use of the toilet to be seated near the exit

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence (ICE 23.5)

Extra time will only be added if the absence from the examination room is due to temporary illness

Additional arrangements:

not applicable

2. Roles and responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the

examination room temporarily should be managed and recorded

Additional responsibilities:

not applicable

The role of the invigilator

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.6)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

Invigilators will record every event on the incident log whatever the circumstances, the candidates are to be identified by seat number on the incident log. Any candidate entitled to have an amended end time will be communicated to the candidate via a red slip with their individual end time

Additional responsibilities:

not applicable

Changes 2025/2026

(Added) Under heading **Arrangements for leaving the examination room**, optional insert field added to allow for expansion on the arrangements applied at the centre.

(Added) Under heading **The role of the invigilator** optional insert field added to allow for expansion on recording incidents and timings, etc.

Centre-specific changes

centre specific changes- reference made to how invigilators ensure candidates are informed of their amended end time, includes reference to how candidates are to be identified on the incident log- were made upon review

19 Emergency Evacuation Policy (Exams)

St Peter's RC High School

19 Emergency Evacuation Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	05/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
Other staff (if applicable)	Kate Holden - SLT Inclusion Lead Edward Lake - Associate Exam Officer

This policy is reviewed and updated annually to ensure that emergency evacuation from examination rooms at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ document **Instructions for conducting examinations**.

Introduction

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

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

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so (ICE 25.6)
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice (ICE 25.6)

Purpose of the policy

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

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

1. Emergency evacuation procedure

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

At St Peter's RC High School, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

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

- invigilators should refer to any software specific instructions to safeguard the security of the assessment content and candidates' responses (For example, pausing the assessment for all candidates and locking the evacuated assessment room without closing down the software)
- invigilators should understand the procedures for re-starting an on-screen assessment after an emergency evacuation of the assessment room, controlling the re-starting of the assessment, re-setting the timing and ensuring, where appropriate, candidates can access their previous responses

Additional actions taken:

- In the event of a fire alarm, invigilators are trained to evacuate the examination room immediately by the fire doors in the examination room and escort candidates to the assembly point in the car park.

Candidates will be kept separately from the rest of the centre

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

Further actions taken:

not applicable

2. Roles and responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Other responsibilities:

not applicable

The role of the senior leader

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

Other responsibilities:

not applicable

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

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

Other responsibilities:

not applicable

The role of the exams office/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Other responsibilities:

not applicable

The role of invigilators

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

room

- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other responsibilities:

- Ensure that they take a register once candidates assembled outside of their allocated rows, any missing candidate to be reported to the Exam officer who will immediately alert the relevant centre staff

The role of other centre staff

- Ensure that they do not attempt to speak to any of the candidates, that they ensure that the rules of the exam room are still in place

Recording details

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

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

Further details which may also be recorded include:

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

Changes 2025/2026

(Added) New bullet point under **Actions taken in the event of an emergency evacuation of the examination room** to reflect the arrangements for on-screen assessments

Centre-specific changes

no other centre specific changes were made upon review

20 Managing Behaviour Policy (Exams)

St Peter's RC High School

20 Managing Behaviour Policy (Exams)

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	05/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake- Associate Exam officer

This policy is reviewed and updated annually to ensure that candidate behaviour in the examination room at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and SMPP refer to the JCQ documents **General Regulations for Approved Centres**, **Instructions for conducting examinations** and **Suspected Malpractice: Policies and Procedures**.

Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at St Peter's RC High School is managed in line with JCQ regulations.

1. Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, St Peter's RC High School will:

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

At St Peter's RC High School candidates are made aware of JCQ information/briefed by:

- The issue of a handbook - given as an electronic version on Teams and accessible via the school website. This is followed up with a special assembly led by the SLT -Exams lead supported by the Exam Officer and Associate Exam Officer. The special assembly will reinforce what the candidates must and must not do when sitting written examination and/or on screen tests and when producing coursework and non- examination assessments. This special assembly will be held at the start of KS4; repeated at start of Yr11 and again before the main exam season in yr11.

2. Candidate malpractice

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

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

3. Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at St Peter's RC High School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave
Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room. If they do, this must be reported to the relevant awarding body
Candidates must not open the question paper until the examination begins. If they do, this must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that they may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)
- The head of centre, or authorised members of staff, have the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.1)
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination, including candidates, invigilators and centre staff, using the relevant JCQ forms (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ document **Suspected Malpractice: Policies and Procedures** (ICE 24.4)
- In cases of suspected malpractice, examination scripts must be packed as normal with Form JCQ/M1 being submitted separately to the relevant awarding body (ICE 24.6)

Additional information:

not applicable

4. Roles and responsibilities

The role of the invigilator

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

Additional responsibilities:

not applicable

The role of the exams office/officer

- Ensure that the JCQ **Information for candidates documents** (coursework, non- examination assessments, on-screen tests, social media and written examinations) are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place and that candidates are also made aware of the content if the JCQ **Unauthorised items** and **Warning to candidates** posters (GR 5.8)
- Ensure when conducting examinations that the JCQ **Unauthorised items** and **Warning to candidates** posters are displayed in a prominent place for all candidates to see prior to entering the

examination room (GR 5.8)

- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

Additional responsibilities:

not applicable

The role of the head of centre

- Where a candidate is seriously disrupting others, makes the decision (or authorised members of staff make the decision) to remove the candidate from the examination room (ICE 24.1)
- Report to the awarding body immediately all cases of alleged, suspected or actual malpractice in connection with the examination, including candidates, invigilators and centre staff, by completing the relevant JCQ forms (ICE 24.3)

Additional responsibilities:

not applicable

The role of the senior leader

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

Additional responsibilities:

letters sent to parents of any candidate who causes issues in the exam room during PPEs

Examples of 'candidate malpractice'

These include (but are not limited to):

Introduction of unauthorised material into the examination room

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

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

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

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

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

Watches (not smartwatches) - in candidate's possession

Breaches of examination conditions

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

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

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

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

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

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

Offences relating to the content of candidates' work

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

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

(Taken from SMPP, Appendix 6)

Changes 2025/2026

(Changed) Various section reference numbers changed to reflect changes in ICE 24.

(Changed) Under heading **Instructions for conducting examinations - Malpractice in the examination room** changed:

The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room ICE 24.3)

To: The head of centre, or authorised members of staff, have the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.1).

Centre-specific changes

no other centre specific changes were made upon review

21 Special Consideration Policy

St Peter's RC High School

21 Special Consideration Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	05/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
Other staff (if applicable)	Kate Holden - SLT Inclusion Lead Edward Lake- Associate Exam Officer

This policy is reviewed and updated annually to ensure that the special consideration process at St Peter's RC High School is managed in accordance with current requirements and regulations.

References in this policy to GR, SC and ICE refer to the JCQ documents **General Regulations for Approved Centres**, **A guide to the special consideration process** and **Instructions for conducting examinations**.

Introduction

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

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre and the candidate meets the published criteria for special consideration with evidence in place.

If the centre does not support an online application for special consideration, then it must not be submitted to the relevant awarding body or bodies. Speculative applications for special consideration cannot be accepted.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

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

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

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms St Peter's RC High School will submit any applications for special consideration where candidates meet the published criteria. (GR 5.9)

Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ document **A guide to the special consideration process** (SC 2.3)

Roles and responsibilities

The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

Additional responsibilities:

not applicable

The role of the exams office/officer

- Refer to the criteria detailed in the JCQ document **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

Additional responsibilities:

ensure that a log is kept of pupils disadvantaged during the exam series so that claims can be submitted promptly

ensure that the safeguarding Lead keeps a log of all cases for all candidates that they are aware of issues which can cause a candidate to be disadvantaged

The role of the senior leader

- Authorise appropriate evidence to support all eligible applications (SC 6)
- Ensure that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

Additional responsibilities:

not applicable

The role of other staff

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

Additional responsibilities:

not applicable

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

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

Additional responsibilities:

Ensure centre is kept updated around any issues arising for any candidate

Applying for special consideration

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

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

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

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

- the candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 6.9)
- special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material

effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)

- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)
- Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm (SC 2.3)

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

Additional examples:

not applicable

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

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

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

Other issues

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

- Other certification (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates issued with an incorrect or incomplete question paper, set the wrong coursework or non-examination assessment task or taught the wrong set text (SC 5)

Additional issues:

not applicable

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in other vocational qualifications, St Peter's RC High School will follow **A guide to special consideration** (7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

- Ensure, before any applications are processed, that the centre is satisfied that the candidates' circumstances warrant special consideration, as set out within the JCQ document **A guide to the special consideration process** (SC 6)
- Ensure that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body (SC 6)

Additional responsibilities:

not applicable

The role of the exams office/officer

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)
- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

Other responsibilities:

not applicable

Submitting applications for special consideration

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

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

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

Timetabled written examinations

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 14 **Self certification form** (Self certification for candidates who have missed an examination) will only be completed by a candidate/parent/carer where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or Form 10 (**Application for special consideration**) will be completed and submitted to the awarding body
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted by completing Form 10, attached to a breakdown of marks across the assessment objectives

Applications post-publication of results

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

The application must be submitted before the deadline for reviews of results for the respective exam series.

Changes 2025/2026

(Added) Under **Introduction**: additional paragraphs added.

(Added) Under heading **Roles and Responsibilities**: added to the role of the senior leader.

(Amended) Wording amended under heading **Other issues**.

(Added) Under heading **Processing applications for special consideration**: added to the role of the head of centre.

(Changed) Reference to a member of the senior leadership team 'signing' appropriate evidence changed to 'authorising' appropriate evidence.

(Amended) Under heading **Timetabled written exams**: removed bullet points referencing Form 10.

(Amended) Under heading **Internally assessed work**: removed reference to extensions.

(Removed) Section removed - **Post assessment adjustments – special consideration (Vocational qualifications)**.

(Amended) Wording amended under heading **Applications post-publication of results**.

Centre-specific changes

no other centre specific changes were made upon review

22 Internal Appeals Procedure (Review of Results and Appeals)

St Peter's RC High School

22 Internal Appeals Procedure (Review of Results and Appeals)

Centre name	St Peter's RC High School
Centre number	32419
Date procedure first created	06/12/2024
Current procedure approved by	Sharon Dempsey
Current procedure reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the procedure

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey -Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake - Associate Exam Officer

This procedure is reviewed and updated annually to ensure that appeals against any decision at St Peter's RC High School not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ document **General Regulations for Approved Centres**.

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at St Peter's RC High School).

If teaching staff at St Peter's RC High School or a candidate (or their parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

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

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications (For NCFE this service only applies to T-Levels)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Access to Scripts (ATS):

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

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at St Peter's RC High School for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At St Peter's RC High School:

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

Candidates are made aware/informed by:

- candidate exam handbook in the spring term and through signposts of the school website.

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

- the Exam Officer

- on the day of the last full exam - candidates are signposted as to where to find all key information about results and exams
on results day

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, St Peter's RC High School will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc., when made available by the awarding body, to determine if the concern may be justified

For **written** components that contributed to the final grade, St Peter's RC High School will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking (where the qualification concerned is eligible for this service)

In all other instances:

Consider accessing the script by:

- requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
- (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access their script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

Additional centre-specific actions:

not applicable

For **moderated** components that contributed to the final grade St Peter's RC High School will:

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

Additional centre-specific actions:

not applicable

Candidate consent

St Peter's RC High School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Additional centre-specific actions:

not applicable

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, St Peter's RC High School will:

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

Additional centre-specific actions:

not applicable

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by:

- completing an internal appeals form

at least

- 5 working days

prior to the internal deadline for submitting a request for a review of results.

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

- before the internal deadline for requesting a review of results

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ documents **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

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

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Additional centre-specific information:

not applicable

Changes 2025/2026

(Added) Under heading **Reviews of Results** (RoRs): added to Priority Service 2 (Review of marking) - (For NCFE this service only applies to T-levels)

Centre-specific changes

no other centre specific changes were made upon review

23 Internal Appeals Procedure (Access arrangements, special consideration and other administrative issues)

St Peter's RC High School

23 Internal Appeals Procedure (Access arrangements, special consideration and other administrative issues)

Centre name	St Peter's RC High School
Centre number	32419
Date procedure first created	06/12/2024
Current procedure approved by	Sharon Dempsey
Current procedure reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the procedure

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SEnCo (or equivalent role)	Serene Phillips
Other staff (if applicable)	Kate Holden - SLT Inclusion Lead Edward Lake - Associate Exam Officer

This procedure is reviewed and updated annually to ensure that appeals against any decision at St Peter's RC High School relating to access arrangements and special consideration or other administrative issues are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ document **General Regulations for Approved Centres**. This procedure is also informed by the JCQ documents **A guide to the awarding bodies' appeals processes** (3), **A guide to the special consideration process** (1, 2, 6), **Access Arrangements and Reasonable Adjustments** (Importance of these regulations), **GR** (5.4) and **Suspected Malpractice: Policies and Procedures** (3.3).

Purpose of the procedure

This procedure ensures compliance with JCQ regulations (GR 5.3) which state that centres must have in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre, an internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration.

Access arrangements and reasonable adjustments

St Peter's RC High School will:

- comply with the principles and regulations governing access arrangements and reasonable adjustments as set out in the JCQ document **Access Arrangements and Reasonable Adjustments**
- ensure that all staff who manage and implement access arrangements and reasonable adjustments are aware of the requirements and are appropriately supported and resourced

In accordance with the regulations, St Peter's RC High School:

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

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

Examples of failure to comply include:

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

Special consideration

Special consideration is given to a candidate who is affected by adverse circumstances beyond their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

St Peter's RC High School will:

- comply with the requirements as set out in the JCQ document **A guide to the special consideration process**
- ensure that all staff who manage and administer special consideration applications are aware of the requirements

Where St Peter's RC High School has appropriate evidence authorised by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for the affected candidate/candidates.

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

This may include:

- a decision not to award/apply for a specific access arrangement/reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration

Where St Peter's RC High School makes a decision in relation to the access arrangement(s)/reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

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

- An internal appeals form should be completed and submitted with 3 working days of the decision being made known to the appellant

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

The appellant will be informed of the outcome of the appeal

within 5 working days of the appeal being received and logged by the centre

If the appeal is upheld, St Peter's RC High School will proceed to implement the necessary arrangements and or submit the necessary application

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause St Peter's RC High School to make decisions on other administrative issues that may affect a candidate's examinations/assessments.

Where St Peter's RC High School may make a decision that affects a candidate or candidates:

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

- an internal appeals form should be completed and submitted with 3 working days of the decision being made known to the appellant

The appellant will be informed of the outcome of the appeal

within 5 working days of the appeal being received and logged by the centre

Changes 2025/2026

(Amended) Wording under heading **Special consideration** slightly amended to reflect a change in *A guide to the special consideration process* in terms of appropriate evidence - amended 'signed by a member of the senior leadership team' to 'authorised by a member of the senior leadership team'.

Centre-specific changes

no other centre specific changes were made upon review

24 Certificate Issue Procedure and Retention Policy

St Peter's RC High School

24 Certificate Issue Procedure and Retention Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	06/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the procedure/policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
Other staff (if applicable)	Edward Lake- Associate Exams Officer

This procedure/policy is reviewed and updated annually to ensure that certificates at St Peter's RC High School are managed in accordance with current requirements and regulations.

Reference in the procedure/policy to GR relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

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

Purpose of the procedure/policy

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

Issue of certificates

St Peter's RC High School will:

- obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)
- distribute certificates to all candidates without delay and regardless of any disputes (GR 5.14)
- not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)
- keep a record of the certificates that are issued (GR 5.14)
- return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14)

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by Fiona McGarvey/Ed Lake (Exam Officers).

Arrangements for the issue of certificates

Certificates are collected in person at the Presentation Award event in the November of the following academic year.

Candidates must sign to state that they have collected their certificates. Any candidate unable to attend that evening, must make arrangements with the exam officer to collect their certificates in person during school opening hours - these must be signed for.

All Candidates are instructed to check that their personal details - name and date of birth are correct and spelt correctly- any errors must be reported

to the exam officer and the certificates left with the exam officer for amended certificates to be arranged with the relevant awarding body (bodies)

Candidates are informed of the arrangements for the issue of certificates as follows:

- via the school website, text to parents, letter issued on results day

Where unable to claim/collect certificates under the normal arrangements

candidates can in exceptional circumstances arrange for certificates to be collected on their behalf by providing the exam officer with written/email authorisation. Authorised persons must provide ID evidence on collection of certificates- the centre

would normally only accept the authorised person to be a person with parental responsibility as identified on our electronic management system.

Record of issued certificates

Record of certificates issued along with the signing sheet are kept securely in the exam secure room for 10 years

Additional information:

not applicable

Retention of certificates

St Peter's RC High School will:

- retain securely all unclaimed certificates for a minimum of 12 months from the date of issue (GR 5.14)
- destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)
- retain a record of certificates that have been destroyed for four years from their date of destruction (This record will list the candidate number, the awarding body, the qualification(s) and the examination series) (GR 5.14)
- (where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14)

The retention of unclaimed or uncollected certificates is managed by Fiona McGarvey/Ed Lake (Exam Officers).

Retention policy

Certificates are retained for 10 years from the date of issue, these are kept in the exam secure room. Certificates will then be destroyed via confidential waste. Candidates are notified about the time frame to collect certificates via the candidate exam handbook and information on the school website

Additional information:

not applicable

Changes 2025/2026

(Changed) Slight wording changes to prompts around what the records kept should list.

(Amended) The field against 'The retention of unclaimed or uncollected certificates is managed by' will need re-inserting.

Centre-specific changes

no other centre specific changes were made upon review

25 Exams Archiving Policy

St Peter's RC High School

25 Exams Archiving Policy

Centre name	St Peter's RC High School
Centre number	32419
Date policy first created	06/12/2024
Current policy approved by	Sharon Dempsey
Current policy reviewed by	Fiona McGarvey
Date of review	03/11/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Stephen Gabriel
Senior leader(s)	Sharon Dempsey - Curriculum Deputy
Exams officer	Fiona McGarvey
SENCo (or equivalent role)	Serene Phillips
IT manager	Dom Towers
Finance manager	
Head(s) of department	
Other staff (if applicable)	Edward Lake- Associate Exam Officer

This policy is reviewed and updated annually to ensure that records are archived/retained in accordance with current requirements.

References in this policy to GR, ICE, SC and PRS refer to the JCQ documents **General Regulations for Approved Centres**, **Instructions for conducting examinations**, **A guide to the special consideration process** and **Post-Results Services**.

Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy/data retention policy

Where a particular record or information type is not held in, or not applicable to St Peter's RC High School, this is indicated.

1. Access arrangements information

Record(s) description

A hard copy of the evidence collected
and the assessment records

Retention information/period

is kept by the Sendco for 2 years or until transferred to next educational establishment - to enable for transfer
of key information to the college where relevant.

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

Confidential waste disposal

2. Alternative site arrangements

Record(s) description

Any hard copy information generated
on an alternative site arrangements. Notifications submitted online
via CAP

Retention information/period

any exams related information is held in
the centre until after the deadline for the reviews of results or other results enquires,
including the resolution of any outstanding reviews/appeals or malpractice investigations for the
relevant exam series

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

Confidential waste disposal

3. Attendance register copies

Record(s) description

signed copies of the seating
plan and invigilation arrangements

Retention information/period

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

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

Confidential waste disposal

4. Awarding body exams administration information

Record(s) description

Any hard copy publications provided
by awarding bodies

Retention information/period

Records retained
until the current
academic year update
is provided

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

Confidential waste disposal

5. Candidates' scripts

Record(s) description

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

Retention information/period

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

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

confidential waste disposal

6. Candidates' work

Record(s) description

Non-examination assessment work returned
to the centre by the awarding body at the end of the moderation period

Retention information/period

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

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

Confidential waste disposal

7. Centre consortium arrangements for centre assessed work

Record(s) description

Not applicable

Retention information/period

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

8. Certificates

Record(s) description

Candidate certificates issued by awarding bodies

Retention information/period

Records
retained in accordance with the requirements of GR, section
5.14; retained securely
in centre for 10
years post issue

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

Confidential waste disposal - with a record kept of any certificates destroyed

9. Certificate destruction information

Record(s) description

A record of unclaimed certificates that have been destroyed.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (... destroy any unclaimed certificates after retaining them for a minimum of 12 months, maximum 10 years. They 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... (Where an awarding body issues a replacement certificate, or a Certifying Statement of Results, this will provide an accurate and complete record of results for all qualifications covered by the original certificate... return any certificates requested by the awarding bodies. Certificates always remain the property of the awarding bodies.).

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

confidential waste disposal

10. Certificate issue information

Record(s) description

A record of certificates that have been issued

Retention information/period

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

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

Confidential waste disposal

11. Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

12. Confidential materials: receipt, secure movement, checking and secure storage logs

Record(s) description

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

13. Conflicts of interest records

Record(s) description

Records demonstrating the management of conflicts of interest

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

14. Dispatch logs**Record(s) description**

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

15. Entry information**Record(s) description**

Any hard copy information relating
to candidates' entries

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

16. Exam question papers**Record(s) description**

Question papers for timetabled written
exams

Retention information/period

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

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

Issued to centre subject staff

17. Exam room checklists**Record(s) description**

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

18. Exam room incident logs**Record(s) description**

Logs recording any incidents or irregularities in exam rooms for each exam session, each exam has its own page- all files alongside all the exam paperwork for that exam

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

19. Exam stationery**Record(s) description**

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

Retention information/period

Records retained in accordance with the requirements of ICE, section 30 (...return unused stationery to the secure storage facility or secure room until needed for a future examination.

Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments... destroy confidentially any out-of-date stationery.)

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

Confidential waste disposal

20. Examiner reports**Record(s) description**

Examiner
subject reports

Retention information/period

Will be passed
straight to head of subject,
copy to head of centre

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

Confidential waste disposal

21. Finance information

Record(s) description

Copy invoices for exam-related fees; all must be clearly identified with what they refer to

Retention information/period

Records returned to Finance department as records owner
at the end of the academic year

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

Confidential waste disposal

22. Handling secure electronic materials logs

Record(s) description

Logs recording the arrangements applied
when handling secure electronic materials
provided to the centre
and accessed by the exams officer (or other authorised member of centre staff)

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

23. Invigilation arrangements

Record(s) description

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

24. Invigilator and facilitator training records

Record(s) description

Invigilator
training records

Retention information/period

Records are held securely via Exams

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

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

Confidential waste disposal

25. Moderator reports**Record(s) description**

Moderator reports

Retention information/period

Electronically sent to Head of subject,
QN, Head of Centre and Curriculum Deputy;
each person can chose to print a copy for their own records -
but this must be kept for the use of the centre only

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

confidential waste disposal

26. Moderation return logs**Record(s) description**

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

27. Overnight supervision information**Record(s) description**

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

Retention information/period

Records retained in accordance with the requirements of ICE, section 8 (...keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested...)

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

Confidential waste disposal

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

Record(s) description

Hard copy or email record of required candidate consent

Retention information/period

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

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

confidential waste disposal

29. Post-results services: request/outcome information

Record(s) description

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

confidential waste disposal

30. Post-results services: tracking logs

Record(s) description

Logs tracking to resolution all post-results service

requests submitted to awarding bodies

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

31. Private candidate information

Record(s) description

Any hard copy information relating to private candidates' entries

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

32. Proof of postage - candidates' work

Record(s) description

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

Retention information/period

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

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

Confidential waste disposal

33. Resilience arrangements: Evidence of candidate performance

Record(s) description

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

34. Resolving timetable clashes**Record(s) description**

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

35. Results information**Record(s) description**

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

Retention information/period

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

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

Confidential waste disposal

36. Seating plans**Record(s) description**

Plans showing the seating arrangements of all candidates for every exam taken, and in which venue

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers

for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

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

Confidential waste disposal

37. Second pair of eyes check records/forms

Record(s) description

Records of the check that must take place by a second person (additional to the person removing question paper packets from secure storage) immediately before a question paper packet is opened.

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

38. Special consideration information

Record(s) description

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

Retention information/period

Records retained in accordance with the requirements of SC, section 6 (All applications must be supported by appropriate evidence signed by a member of the senior leadership team. The centre must retain this evidence until after the publication of results.)

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

Confidential waste disposal

39. Suspected malpractice reports/outcomes

Record(s) description

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

confidential waste disposal

40. Transferred candidate arrangements**Record(s) description**

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

41. Very late arrival reports/outcomes**Record(s) description**

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

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

confidential waste disposal

42a. Any other records/documentation/materials**Record(s) description**

any other records/documents/materials

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

42b. Any other records/documentation/materials

Record(s) description

Any other records/documents/materials

Retention information/period

Exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series)

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

Confidential waste disposal

Changes 2025/2026

(Added) Record type - **25. Malpractice reports and outcomes** (Updated 27/07/2025 to remove this record type as it is a duplication of record type 39)

(Changed) Slight wording changes made in JCQ reference prompts to reflect wording changes in relevant JCQ documents

Centre-specific changes

no other centre specific changes were made upon review