Ash Manor School

Examinations Policy

Governors' Committee Responsible:	Experience
Nominated Lead Member of Staff:	Designated Assistant Headteacher
Status & Review Cycle:	Statutory 3 years
Next Review Date:	September 2025

Also included:

Ash Manor School

Examinations Whistle-blowing policy (Appendix H)

Reviewed annually

Contents

The exam policy purpose:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

Exam responsibilities

The Head of Centre:

- Has overall responsibility for the school as an exam centre.
- Is jointly responsible with the exams manager for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - Suspected malpractice in examinations and assessments.

The Senior Leader responsible for Exams:
- Has good working knowledge of the exam system
- Is familiar with JCQ publications
- Oversees and line manages the Exams Manager including carrying out the annual appraisal process
- Provides support and liaison between exam manager, staff and SLT
- Completes the National Centre Number Annual Update and Pearson Annual Quality Declaration

The Exams Manager:

- Manages the administration of public exams.
- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary controlled assessments are completed on time and in accordance with JCQ guidelines.
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the JCQ publication's access arrangements, reasonable adjustments and special consideration.
- Identifies and manages exam timetable clashes.
- Provides accounts for income and expenditure relating to all exam costs/charges.
- Line manages the exam invigilators and organises the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Submits candidates' controlled assessment/non-examination assessment marks, tracks despatch and stores returned internal assessments and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any review of marking requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Creates seating plans and books rooms for examinations.
- Liaises with the JCQ inspector and carries out the inspection with them.
- Creates timetables and runs all internal examinations.

Heads of Department/Head of House are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendment to entries.
- Involvement in post-result procedures.
- Accurate completion of non-examination assessment/controlled assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams Manager.

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- Providing examination papers for internal exams in a timely manner.

The SENCO is responsible for:

- Familiarizing him/herself with the JCQ "Access Arrangements and Reasonable Adjustments" publication
- Ensuring students have given written permission for their personal data to be inputted into Access Arrangments online before any application is made.
- Identification and testing of candidates, requirements for access arrangements. Obtaining all evidence of need for extra time access, before processing.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- Providing support to 'SEN' candidates during the examination period.
- Training the candidates to use their access arrangements efficiently, including word processor requirements.
- Organising the necessary teaching assistants required for the examinations.
- Providing the evidence files needed by the JCQ inspectors when an inspection occurs.

Reception Staff are responsible for:

- Receiving and logging secure materials in the secure material log until the examination Manager can receive them.

Site Staff are responsible for:

- Maintaining the hall and gym.
- Putting the correct number of chairs and tables out for examinations.
- Measuring the distance between tables as set out by the examination board.

Lead Invigilator/Invigilators are responsible for:

- Collection of exam papers and other material from the exams office before the start of the exam.
- Recording any issues and relaying them to the Exams Manager
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Office.
- Attendance and registers during an exam and reporting absence to the Exams Manager.
- Management of exam procedures within the exam hall.

Candidates are responsible for:

- Confirmation of entries.
- Understanding controlled assessment/non-examination assessments regulations and signing a declaration that authenticates the controlled assessments/non-examination assessments as their own.

Qualifications offered

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

The qualifications offered are GCSE and Vocational Qualifications.

Informing the Exams Office of changes to a specification is the responsibility of the Head of Centre, Heads of Department and Senior Leadership Team.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidate, parent/guardian, subject teacher, Head of Department and designated member of the Senior Leadership Team.

Exam seasons

The Head of Centre and Heads of Department decides which exam series are used in the Centre.

On-demand assessments can be scheduled only in windows agreed between the Exams Manager and the Senior Leadership Team.

Timetable

Once confirmed, the Exams Manager will circulate the exam timetable for external exams.

Entries, entry details and late entries

Candidates are selected for their exam entries by the subject teachers/Heads of Departments. These then must be accurately communicated to the Exams Manager.

The Exams Manager will enter the candidates.

Candidates or parents/carers can **request** a subject entry, change of level or withdrawal.

The Centre does not accept entries from external candidates except in exceptional circumstances as agreed with the Head of Centre.

The Centre will only allow re-sits to internal candidates.

The Centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Department via Email.

Late entries are authorised by the Head of Centre, Heads of Department and Exams Manager.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

GCSE entry exam fees are paid by the Centre.

Exam fees are paid by the Centre.

Late entry or amendment fees are paid by the departments.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary internal assessment requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the Centre/candidates.

Equality and Disability Policy

All Exam Centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The Centre will meet the disability provisions under the DDA and the Equality Act 2010, by ensuring that the exams centre is accessible and improving candidate experience. We recognise our responsibility to provide equal access for all pupils irrespective of disability.

This is the responsibility of the Head of Centre, the SENCO and Exams Manager. Candidates, including private candidates, shall have reasonable adjustments made to ensure that they are put on a 'level playing field.' The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. (JCQ Website). We confirm that Ash Manor School fulfils *"its obligations in respect of identifying the need for, requesting and implementing access arrangements."* [JCQ *'General regulations for approved centres'*Chapter5]

This includes (but is not exhaustive):
- There is step- free access to the necessary examination rooms and enough room for wheelchair and its supports.
- We have a private room set aside where necessary, for example, for visually impaired children who have been mobility trained appropriately.
- Provision is made, where appropriate, to ensure that those who need to take medication during the course of an examination, can do so in privacy and as quickly as possible.
- Seating will be appropriately placed and comfortable for those who need to rest.
- The school makes every effort to keep the examination process consistent for students who benefit from routine.
- The Exams Manager and Invigilators will check the environment is suitable for the candidate.
- Internal assessments will be adjusted to make them accessible to all candidates.
- Adjustments are made to examination paper/internal assessments where necessary, for example papers can be enlarged, or converted to braille.
- Invigilators are made aware of emergency evacuation procedures, the rear set of fire doors has a ramp and visually impaired students will be evacuated by the teaching assistant accompanying them.
- We will ensure that all the signs for the examination and those provided by the JCQ are suitably sized and adapted to meet the needs of candidates with a disability.
- The Exams Manager will maintain a good, positive working relationship with the Special Educational Needs department to ensure that there are clear lines of communication.
- The SENCo will liaise with candidates to make sure they feel their needs are being met, and they are involved in the decision process.
- Evidence to support applications for access arrangements will be obtained and recorded using key guidance provided by the Joint Council for Qualifications (JCQ) booklet, Access Arrangements and Special Consideration, to ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. This will ensure the consideration of a whole range of adjustments, which can be made to ensure that there is a level playing field for candidates with a disability.

- Up to 25 per cent extra time (or considerably more if a candidate's disability is of a profound and extensive nature).
- A reader or scribe. Ensuring that the candidate is placed with a member of staff that they are used to working with and feel comfortable with.
- Use of a reader pen
- Supervised rest breaks.
- Different coloured/enlarged/brailed scripts.
- Use of a bilingual dictionary.
- A prompter.
- Use of a computer or other technology. (see Appendix G for Word Processor Policy)
- Exam results are made available to all pupils in the Hall which is fully accessible.
- Providing water and food before the exams

Example Scenarios	
Student is visually impaired	Papers, internal assessments and any information pertaining to the exams is brailed. A comfortable and safe environment is provided. The candidate is familiar with the TA and the invigilators that will facilitate their access arrangements throughout Mocks. Should the need to evacuate arise, the TA knows where to go and will lead the candidate outside.
Student needs a wheelchair	There is step-free access to both the Gym and the Hall. An appropriate sized table would be found.
Student has ASD	A regular pattern where possible, for example same seat etc. Adjusted for depending on their needs.
Student has anxiety	Seat at the back of the exam hall may be offered or alternative space if available. Decision to be made by SENCO. Medical certification may be required. Allowed to calm down and drink water before entering the exam hall.
Student has ADHD	Position away from other students and make invigilators aware of condition

Access arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers.

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam which reflects their normal way of working.

A candidate's access arrangement requirement is determined by the SENCo and/or Educational Psychologist/Specialist Teacher. The specialist centre assessor is appointed at the start of each academic year by the Head of Centre with the assistance of the SENCo. The specialist assessor must either be:

- A qualified Psychologist registered with the Health & Care Professions Council (HCPC).

- A specialist assessor with a current SpLD Assessment Practising Certificate, awarded by BDA.

- A specialist assessor with a post-graduate qualification in individual specialist assessment at or equivalent to Level 7.

The Head of centre checks that the centre's specialist assessor's qualifications meet the JCQ required levels. The SENCo monitors that the assessment process is correctly carried out. The SENCo collects the appropriate evidence and documentation as required by the regulations of JCQ and awarding body.

Making access arrangements for candidates to take exams/NEAs is the responsibility of the SENCo. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo.

Rooming for access arrangement candidates will be arranged by the Exams Manager.

Invigilation and support for access arrangement candidates will be organised by the Exams Manager and SENCo.

Invigilation or support for a candidate must not be provided by a member of staff who *usually* works supporting that candidate.

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[1]*Normal way of working* as defined by JCQ

"The arrangement(s) put in place must reflect the support given to the candidate in the Centre†, e.g.
- *in the classroom; or*
- *working in small groups for reading and/or writing; or*
- *literacy support lessons; or*
- *literacy intervention strategies; and/or*
- *in internal school tests and mock examinations.*

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded with Section A of Form 8.

†*The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3, page 89)."*

[AA 4.2.5]

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Manager/Senior Leadership Team. There is an appropriate protocol and process in place for this. (*See Appendix A)*

Managing invigilators

External staff are used to invigilate examinations.

These invigilators will be used for external exams.

Recruitment of invigilators is the responsibility of the Exams Manager

Securing the necessary Disclosure and Barring Service clearance for new invigilators is the responsibility of the Finance Manager.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled, trained annually and briefed by the Exams Manager.

Invigilators rates of pay are set by the Centre administration.

Malpractice

See Appendix H for Whistle Blowing Policy and Appendix K for Malpractice Policy

Exam days

The Exams Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators.

Site management are responsible for setting up the allocated rooms.

IT Support are responsible for ensuring the any IT equipment is set up and ready.

The Lead Invigilator or Exams Manager will start all exams in accordance with JCQ guidelines.

Head of Department may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room. Unused exam papers will be distributed to Heads of Department when all candidates have finished the examination.

Candidates

All candidates must have been given JCQ's "Information for Candidates" prior to any exams or assessments taking place.

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates are expected to arrive on time and stay for the full exam time.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Manager is responsible for handling late or absent candidates on exam day or subsequently.

For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is

the responsibility of the Exams Manager and Invigilation Team.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre and the Exams Manager to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Exams Manager will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Emergency evacuation of the exams room

These procedures should be following in the event of an emergency such as a fire alarm or a bomb alert:-
Copies of these instructions are available in each exam room at all times. *See Appendix B*

Special Consideration

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. JCQ '*A guide to the special consideration process'* (Chapter 1)

Special Considerations will be applied for where the candidates *"have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment/coursework, is materially affected by adverse circumstances beyond their control."* This includes being severely unwell, sustaining an injury that impacts their performance in the examination, being distracted in the exam room, or domestic crises at home but this is not exhaustive.

Applications will be submitted online, and any necessary evidence will be collected and kept by the Exams Manager.

Safeguarding

The exam procedures will be in line with the Safeguarding Policy of the school. Any concerns will be raised to the Designated Safeguarding Lead. Any special considerations will be applied for in the case of domestic crisis.

Marks and appeals

Marks for all internally assessed work and estimated grades are provided to the Exams Manager by the Heads of Department. *See Appendix C*

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals procedure document. *See Appendix D*

Results, review of marking (ROM) and access to scripts (ATS)

Candidates will receive individual result slips on results days, either in person at the Centre or by post to their home addresses, candidates to provide self-addressed envelope.

Arrangements for the Centre to be open on results days are made by the Exams Manager.

An embargo will be placed on the results so that only the Head of Centre and appropriate Senior Leadership Team may access the data. The Head of Centre will then distribute the results to Head of Departments as they see fit.

The Exams Manager is responsible for downloading the results and IT support responsible for any technical issues.

The provision of staff on results days is the responsibility of the Exams Manager and Senior Leadership Team.

ROMs

ROMs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any ROM is requested.

If a result is queried, the Exams Manager, Teaching Staff and Head of Centre will investigate the feasibility of asking for a review of marking at the centre's expense.

When the centre does not support a candidate's or parent's request for a ROM, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

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

GCSE ROMs cannot be applied for once a script has been returned.

Certificates

Certificates are presented in person or collected and signed for.

Certificates cannot be collected on behalf of a candidate by third parties, unless they have been authorised to do so with written authority from the candidate.

The Centre retains certificates for two years.

Exams Contingency Plan

This contingency plan is to be used only following the absence of the Exams Manager:-

All duplicate keys for the exams office are kept in the 'safe' in the Finance Office.

Sharon Beilby has access to the safe.

Ex-Exam Manager Sharon Beilby is still appointed at the school and can run the exams.

The Exams Assistant, Simon Evans is fully trained in the running of all external exams.

Head invigilators are fully trained in the running of all external exams.

Access to the Exams Manager's office will be given to the replacement exams manager by the Senior Leadership Team.

There is a manual with instructions on all exam procedures in SIMS Exams Organiser found in the Data Office. The 'Exams Bible' is in the Exams office with a section titled 'Emergency.'

In the event of school closure, call the Regional Manager at AQA, who is the school's exam contact. Contact her immediately on her mobile 07795 020 695 or the office no 01483 477610.

(Below is a risk assessment for all the external exams run at the school)

Exam Risk Assessment

Risk	Early warning	Control to prevent	Control to resolve
Invigilator does not turn up	Phone call or scripts not collected	Invigilator timetables	On busy days, employ emergency invigilator or Exams Manager(EM) to cover
Fire alarm goes off			Ensure invigilators are aware of policy. SLT to assist in maintaining security of exam. Allocate specific area for exams.
Student taken ill during exam			Invigilator aware of policy, first aider on call. Special Consideration for all students.
Bad weather or transport Problems	Weather report	Possible delay to start of exam	Delay start, contact Head of Centre, isolation of candidates if late and hold staggered sessions if necessary.
Students do not turn up for Exam		Student timetables and information from subject teachers	Attendance Officer to try and get student in with HOH. Alternative seating and invigilation arranged
Students turn up who are not Entered		Subject teachers/HOD/DOLs ensure entry checklists are correct	Find a paper, seat them, amend attendance list and make entry. Charge late fee to department. If recurring problem, see SLT.
Cheating in the room	Invigilator reports problem	Warning to candidate and information from tutor	Invigilator aware of policy, SLT on-call to deal with malpractice issue
Disruption in the room	Invigilator reports problem	Warning to candidate and information from tutors. Information from tutors to Exams Manager re problem students in order to isolate.	Invigilator aware of policy, SLT on-call to deal with malpractice issues
Late arrivals	Phone call or just turn up late	Candidate timetable and information from tutors	Invigilator aware of policy. Complete Late arrivals form.
Exams Manager does not turn Up	Phone call	Regular meetings with line manager	Please see contingency plan attached and contact The Finance Manager in the first instance (ext256)
Exam room flooded	Check room, or invigilator reports problem	Regular premises checks	Find alternative accommodation. Special Consideration

Risk	Early warning	Control to prevent	Control to resolve
Wrong entry made – incorrect Paper		Subject teachers/HOD's /DOL's ensure entry checklists are correct	Contact Awarding Body for copy of paper ifnecessary. Provide exam paper, seat and amend entry.
Exams Manager leaves/long term sick	Notification from Exams Manager	Regular meeting with line manager	SLT to have back-up policy.
Curriculum model changes	Government notice.		Planning and Action Plan to implement changes. Review of job descriptions. Head of department to support and provide EM with information.
Damage to office		Regular premises checks	Need Awarding Body's handbooks, newequipment, phone line and office space. Copies of relevant information from HOD's/DOL'S. Contact JCQ for assistance.
System failure or power cut			Contact IT support or electrician and ifnecessary. Contact Awarding Body to inform entries will be late.
Receiving inaccurate or late entry information		Subject teachers/HOD's /DOL ensure entry checklists are correct and on time.	Charge late fee to department. If recurring problem see SLT.
Change of syllabus and no notification	Pre-release material does not arrive. Materials arrive that are not expected.	Subject teachers/HOD/ DOL ensures entry checklists are correct.	Contact Awarding body
HOD long term sick or leaves	Resignation or sick note.		Replacement to be nominated and Exams Manager to have input in training.
Communications systems fail	Papers do not arrive, on-line systems incorrect, difficult to contact by telephone.		Contact the exam board to report problem. Give extra time for checking.

Controlled Assessment/Non-Examination Assessments Schedule Clashes/ Are close together	Plan ahead		Talk to other teams and space out
Candidate absence	Head of House provide information about PA / history	HOH visits, additional reminders, paper timetable posted home	Plan alternative session if appropriate
Controlled Assessment/Non-examination assessment rules not being adhered to		Inform SLT	Organise training session
SENCo not in		Alternative SENCO sought from another school.	Exams Manager and appointed SENCo to be aware of all arrangements and where everything is.
Invigilators make a mistake	Thorough checking of procedures and scripts	Invigilator update meeting	Immediate rectification of the problem and a training session.
Scripts are not dispatched in time	Scripts to be dispatched as soon as	Scripts to be dispatched as soon as possible	Contact Awarding Body and explain situation.
Cyber attack - Data lost / entries lost - Unable to input data - Unable to access materials	From cyber security / IT	Regular back up of internal data Any information to be downloaded is done in good time	Contact IT support and report problem Contact awarding body Retrieve back-up data See AMS Cyber Incident Response Plan
Head of Centre Absent	Advanced warning if planned absence	SLT exam leader and Deputy Headteacher kept informed of any planned absences.	Deputy Headteacher will deputize

Appendix B

Emergency Evacuation Protocol

Candidates

- Stop writing and close booklets immediately
- Leave all equipment and papers where they are
- Follow the invigilators to the Astro turf in absolute silence row by row

Invigilators

- Are responsible for making sure candidates follow the emergency evacuation procedure
- Make a note of the time the candidates stop working and collect the attendance register
- Are responsible for maintaining silence and calm
- Must report this to the Exams Manager
- Restart the examination when they have been given the all clear by the Exam Manager. The candidates must get the appropriate time.
- Supervise the candidates to have a break and calm down if appropriate

Examinations Manager

- Is responsible for ensuring the integrity of the exam papers
- Must liaise with office staff as to candidates who are absent
- Informs the invigilators when the threat has passed and the candidates may return
- Informs the appropriate parties, such as the awarding body and Head of Centre
- Applies for special consideration for the cohort, or individual students as necessary.

Teaching Assistants

- Are appropriately trained and able to support those with disabilities

Appendix C

NOTICE TO GCSE
EXAMINATION CANDIDATES
INTERNAL PROCEDURE – APPEALS

This is to inform you how to appeal about the procedures used in internal /controlled assessment / NEA for work that contributes to a GCSE or vocational award. You may also appeal if you do not think your Access Arrangements have been correctly applied.

The procedure at this examinations centre, Ash Manor School, will be supervised by the Examinations Manager. Information will be available from the Examinations Office. The Head Teacher will be aware of the details of all appeals in progress, and advised of their outcome.

Any appeal will be considered by at least three members of Ash Manor's staff, including your teacher.

You will be allowed to be supported in the presentation of your case by a parent/carer.

A written record of all appeals will be held in the Examinations Office. This will include a record of the outcome, including the reasons for that outcome. A copy will be sent to you.

All appeals will include a review of the procedure used at Ash Manor to award marks for internal assessments to ensure that this complies with the requirements of the Awarding Body, and the published Code of Practice.

You must complete the relevant form at least two weeks before the date of the final written examination paper in the subject for that exam session. An internal appeal will be resolved by the date of the final written examination session.

Ash Manor will inform the Awarding Body of the outcome of any appeal. Full details of any appeal will be made available to the Awarding Body on request.

How do I make an Appeal?

- You should seek advice from your form tutor, or relevant subject teacher.
- If you wish to make an Appeal, please fill in the 'The Form for Appeal'. This will be available from the Examinations Office.
- Return the completed form to the Examinations Office.

Appendix D

Examinations Appeals Procedures

APPEALS AGAINST INTERNAL ASSESSEMENT OF WORK FOR EXTERNAL QUALIFICATIONS

Ash Manor School is committed to ensuring that whenever their staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Students' work should be produced and authenticated according to the requirements of the awarding body. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a student feels that this may not have happened in relation to his/her work, s/he may use the appeals procedure outlined below. This process also applies if a student with Access Arrangements does not feel their arrangements have been properly carried out. Please note that appeals may only be made against the process which led to the assessment, and not to the mark or grade awarded.

The existence of this procedure is made known to students by reference on the school website.

This procedure is available from the Examinations Manager.

1. Appeals should be made as soon as possible, and must be made within three working days of receiving the mark in order to give the school time to have the work moderated by another school within the two-week deadline.

2. Appeals should be made in writing to the Examinations Manager who will investigate the appeal. If the Examinations Manager was involved in the assessment in question, or is unable to conduct the investigation, the Assistant Head will appoint another member of staff of similar or greater seniority to conduct the investigation.

3. The Examinations Manager or other member of staff will review the process used for internal assessment and decide whether it conformed with the requirements for the awarding body and the examinations code of practice of the JCQ. This will be done before the end of the examination series.

4. You will be informed in writing of the outcome of the appeal, including correspondence with the awarding body, any changes made to the assessment of your work and any changes made to improve matters in the future.

5. The outcome of the appeal will be made known to the Head Teacher, and a written record of the appeal kept and made available to the awarding body at their request. Should the appeal bring to light any significant irregularity, the awarding body will be informed.

After work has been assessed internally, the awarding body to ensure consistency between centres moderates it. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of Ash Manor School and is not covered by this procedure.

Enquiries about Results (Review of Marking)

In cases of enquiries about results, where the school does not uphold a request for such an enquiry, the student may pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Non-Examination Assessments/Controlled assessments.

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Manager will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Senior Leadership Team/Heads of Department
- Is accountable for the safe and secure conduct of non-examined assessment / controlled assessment. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- At the start of the academic year, begin coordinating with heads of department/subject to schedule non-examination assessments / controlled assessments.
- Map overall resource management requirements for the year. As part of this resolve:

  o Clashes/ problems over the timing or operation of non-examination assessments / controlled assessments.
  o Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for non-examination assessments / controlled assessment.

Heads of Department
- Decide on the awarding body and specification for a particular GCSE.
- Ensure they satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessments / controlled assessment.
- Moderate a sample of NEA work within the department or if a sole-teacher, with another school
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Input and submit marks online via the awarding body's 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 appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Quality Assurance Lead/Lead Internal Verifier
- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments / controlled assessment 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 and are given to candidates by subject teachers.
- Ensure appropriate centre-devised templates are provided to capture/record relevant information and are 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.
- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

Teaching Staff
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments.*
- Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all relevant entry codes for non-examined assessment.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times. Ensure that the difference between legacy tasks and non-examined assessment tasks is understood and highlighted where necessary.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows. Make sure each candidate's separate contribution is noted. Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates and allow candidates to revise and re-draft work after advice has been given at a general level.
- 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.
- Ensure candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.
- Work with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Office Staff

- Enter students for individual units, whether assessed by non-examination assessment, / controlled assessment, external exam or on- screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensure the completed attendance register accompanies the work.
- 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
- Access or signpost moderator reports to relevant staff
- Where a candidate is eligible, submit an application for special consideration via the awarding body's secure extranet site to the prescribed timescale

Special Educational Needs Coordinator/Additional Learning Support

- Ensure access arrangements have been applied for.
- Ensure that pupils with approved access arrangements use it during all assessments
- Work with teaching staff to ensure requirements for support staff are met.
- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*.
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role.

Appendix F: NEA Risk Assessment			
Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	**Action**	
Timetabling			
Assessment schedule clashes with other activities/departments	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning.	Plan dates in consultation with school calendar – negotiate with other parties	HOD/SENCO/SLT
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	HOD
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessment / controlled assessment	Use more than one classroom or multiple sittings where necessary	HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Book additional classrooms	HOD
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HOD/ICT Support Dept/Teachers
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HOD/ICT Support
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOD/ICT Support

Example risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	**Staff**
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Keep register when assessments take place	HOD/Teachers
Candidates have a scheduling clash for exams or assessment (possibly offsite on work related teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	HOD/Teachers /SENCO
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body Ensure each member of teaching staff has read the rules on non-examined assessments / controlled assessment	HOD/Teachers
Rules on 'Non-Examined assessments / controlled assessment	Start of each academic year ensure that the new guide is issued to each HOD	Meet with HOD each year to update any new rules etc	Examinations Manager
Supervision			
Teaching staff do not understand supervision of non-examined assessment / controlled assessment is their responsibility	Ensure teaching staff understand nature of non-examined / controlled assessment and their role in supervision	Read rules or specification on non-examination assessments / controlled assessment for their subject	HOD/Teachers
Mobile phones active in classrooms	Ensure all subject teachers know that no electronic devices are allowed on the pupils person, even if turned off	Seek guidance from Non-Examination / controlled assessment rule book. Display 'Banned Phone posters' in classrooms	HOD/Teachers

Pupils are not having correct Access Arrangements	Ensure teachers are aware of all agreed access arrangements as soon as they have been authorised	Seek guidance from SENCO dept	SENCo HOD/Teacher
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HOD/SLT/Teachers
Assessments have not been moderated as required in the awarding	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOD/Teachers
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOD/Teachers/ Examinations
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage, which is a lockable filing cabinet in the subject offices	HOD/Head teacher
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces or order more cabinets	HOD
Deadlines			
Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.		HOD/Teachers
Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body		HOD/Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOD/Teachers
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOD/SLT/Teachers
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOD/Teachers
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HOD/SLT/Teachers

** All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification

Appendix G

Word Processor in Examinations

Key staff involved in awarding and allocating word processors for exams:

Role	Name(s)
SENCo	**Cath Nicholls**
Exams officer	**Sue Green**
SLT member(s)	**Designated Assistant Headteacher**

Principles for using a word processor

Ash Manor School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)
- ► Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- ► The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)
- ► The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)
- ► Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)
- ► The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- ► Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

 (AA 4.2.5)
- ► The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - ► in the classroom (where appropriate); or

- ▶ working in small groups for reading and/or writing; or
- ▶ literacy support lessons; or
- ▶ literacy intervention strategies; and/or

- ▶ in internal school tests/examinations
- ▶ mock examinations

The only exceptions to the above would be 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.

The use of a word processor

Ash Manor School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)
- ▶ Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- ▶ Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- ▶ Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
(The above also extends to the use of electronic braillers and tablets)

(AA 5.8.2)
- ▶ Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)
- ▶ Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- ▶ Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)
- ▶ In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- ▶ Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

Ash Manor School complies with ICE *Word processors* instructions by ensuring:
- ▶ word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- ▶ word processors have been cleared of any previously stored data, as must any portable storage medium used
- ▶ an unauthorised memory stick is not permitted for use by a candidate
- ▶ where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- ▶ word processors are in good working order at the time of the examination
- ▶ word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- ▶ where a candidate using a word processor is accommodated separately, a separate invigilator is used
- ▶ word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- ▶ documents are printed after the examination is over
- ▶ candidates are present to verify that the work printed is their own
- ▶ word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- ▶ word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- ▶ word processors are not used to perform skills which are being assessed
- ▶ word processors are not connected to an intranet or any other means of communication.
- ▶ candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- ▶ graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- ▶ predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- ▶ voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- ▶ word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Ash Manor School further complies with ICE instructions by ensuring:
- ▶ tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- ▶ the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- ▶ candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- ▶ candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- ▶ candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and

printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way

- ▶ candidates are instructed to appropriately number each page
- ▶ candidates are instructed to use a minimum 12pt font and double spacing
- ▶ invigilators remind candidates to save their work at regular intervals
- ▶ where it is possible 'autosave' is set up on each laptop/tablet
- ▶ candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- ▶ Candidates using word processors will, in the first place, be housed in the main hall in seat A1or at the very back in J14, both of these seats have access to a power supply. Laptops are however fully charged to last the length of the exam so candidates can be seated anywhere within the main hall.
- ▶ Each word processor has a privacy screen covering that does not allow the laptop to be overlooked by other candidates.
- ▶ Candidates may also be seated in the designated access rooms. In the access rooms candidates are seated at the back of the room.
- ▶ The word processor has been cleaned of all software other than Word Pad.
- ▶ Each word processor will have its memory cleared down prior to an exam.
- ▶ Each laptop is checked prior to the exam and there is a checklist prior to each examination series to be signed off to confirm that the Word Processor functions as expected.

Invigilation arrangements relating to the use of word processors include the following:

- ▶ The Lead Invigilator for each room will be provided with a list of Access Arrangements for that room. This list will identify candidates requiring Word Processors.
- ▶ At the end of each exam the Lead Invigilator will collect the scripts and any candidates with word processors. The candidates and the word processors will be escorted by the Lead Invigilator to the Examination Office by the main hall.
- ▶ Candidates will remain under examination conditions.
- ▶ The Word Processor will be handed to the Examinations Manager who will print off the script in the presence of the candidate and hand the print out to the student to confirm that all pages are present and that the work is their own.
- ▶ The candidate will be asked to complete a header and footer with their details on each page and the page number (1 of 2 for example) in the presence of the Examinations Officer. This is the only amendment the candidate may make.
- ▶ The candidate will complete form JCQ 4 Word Processor cover sheet with Candidate Number, Candidate Name and whether any questions were answered in the answer booklet.
- ▶ Form JCQ 4 will be included with the candidate's script.
- ▶ The JCQ 4 form will have been partially completed by the Examinations Officer with the following details: Examination Series, Centre Number, Awarding Body, Specification Title, Specification Entry Code, and Unit/Component Code.
- ▶ The Examinations Officer will ask the candidate and Lead Invigilator if there are any comments to be added to the JCQ 4 form.

▶ The Examinations Officer will save the work to a USB stick in the event of an issue with the Examining Body. This data is to be destroyed after the Appeals process has closed.

Appendix G1

The criteria Ash Manor uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she 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.

Exceptions might include where a candidate has, for example:

▶ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
▶ a medical condition
▶ a physical disability
▶ a sensory impairment
▶ planning and organisational problems when writing by hand
▶ poor handwriting
▶ A temporary injury that prevents handwriting on a temporary basis. This will need to be supported by a medical note.

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with ICE.

If the candidate is originally seated in the hall the issuance of a Word Processor will not, in itself, impact any previously agreed seating arrangements.

Appendix H

Ash Manor School

Exams Whistle-Blowing Policy

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by:

Date: December 2022

Date of next review: September 2023

Key staff involved in the policy/procedure

Role	Name(s)
Head of Centre	Ms A. Bailey
Senior leader(s)	Mrs H. McGill (Assistant Headteacher)
Exams officer	Mrs S. Green

Introduction

Whistleblowing at Ash Manor School is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at Ash Manor School aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**[1], Ash Manor School 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 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

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[1] Reference www.jcq.org.uk/exams-office/general-regulations/

- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures**[2] and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*[3].

This policy sets out the whistleblowing procedures at Ash Manor School. It has been produced by Mrs Hannah McGill who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. She is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:
- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Ash Manor School fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Assistant Headteacher responsible for exams.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

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[2] Reference www.jcq.org.uk/exams-office/malpractice/
[3] Reference www.jcq.org.uk/examination-system/imc-home/

Examples of malpractice

In addition to the centre wide Whistleblowing Policy which is part of the Staff Discipline Conduct and Grievance Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure[4] to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)[5] offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights[6]. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it[7].

Alternatively, a worker could consider making a disclosure to Ofqual[8] as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

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[4] Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/
[5] Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents
[6] Reference https://protect-advice.org.uk/pida/
[7] Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/
[8] Reference www.gov.uk/guidance/ofquals-whistleblowing-policy

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'[9]. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

Students at Ash Manor School are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

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[9] Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

Appendix J

Third Party Exams Agreement

Ash Manor School has an agreement with The Alternative Learning Centre (ALC), Farnham to deliver any part of a qualification including assessments required for any exam subject taught at their site.

Ash Manor School will maintain the oversight and responsibility that the qualification is delivered in accordance with the JCQ General Regulations, JCQ Instructions for Conducting Examinations and awarding bodies' requirements.

There must be a shared understanding of the service that has to be delivered.

Security of exam papers will be in place at all times.

Invigilator training will be provided to the third party to ensure all written assessments are taken within the JCQ ICE regulations.

A copy of Ash Manor School Exams Policy must be read by any third-party delivering exams.

Signed:

Head of Centre

SLT in charge of exams

Third party: I/we have read an understood the Ash Manor School Exams Policy.

Appendix K

Malpractice Policy (Exams)

Ash Manor School

Malpractice Policy (Exams)

Centre Name	Ash Manor School
Centre Number	64305
Date policy first created	08/11/2023
Current policy approved by	Ms A Bailey
Current policy reviewed by	Hannah McGill
Date of next review	08/09/2024

Key staff involved in the policy

Role	Name
Head of Centre	Ms A Bailey
Senior leader(s)	Hannah McGill
Exams officer	Sue Green
Other staff (if applicable)	Simon Evans

This policy is reviewed and updated annually to ensure that any malpractice at Ash Manor School is managed in accordance with current requirements and regulations.
Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ publications **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and 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
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification

which:

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

Candidate malpractice

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

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

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

Suspected malpractice

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

Purpose of the policy

To confirm Ash Manor School:

has in place a written malpractice policy which covers all qualifications delivered by the centre and details 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 (GR 5.3)

General principles

In accordance with the regulations Ash Manor School will:

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

Preventing malpractice

Ash Manor School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance: *General Regulations for Approved Centres 2023-2024*; *Instructions for conducting examinations (ICE) 2023-2024*; *Instructions for conducting coursework 2023-2024*; *Instructions for conducting non-examination assessments 2023-2024*; *Access Arrangements and Reasonable Adjustments 2023-2024*; *A guide to the special consideration process 2023-2024*; *Suspected Malpractice: Policies and Procedures 2023-2024*; *Plagiarism in Assessments*; *AI Use in Assessments: Protecting the Integrity of Qualifications*; *A guide to the awarding bodies' appeals processes 2023-2024* (SMPP 3.3.1)

Informing and advising candidates

In the spring before the exams start, candidates are given an exam handbook detailing all the JCQ exam rules. They also have an assembly where they are told the rules. The exams in Years 10 and 11 are also run following JCQ rules.

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)

Once suspected malpractice is identified, statements are taken from the candidate or member of staff, and all invigilators/witnesses, as well as the Exams Officer. This is then given to the SLT in charge of exams who fills out the relevant JCQ malpractice form and conducts an investigation. The outcome of the investigation is sent to the relevant exam board with all supporting documentation.

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, gathering of information in accordance with the requirements of the JCQ publication **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)

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

- 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)

- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)

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

- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the information obtained and actions taken to

the relevant awarding body, accompanied by the information obtained during the course of their enquiries (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)

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)

Appeals against decisions made in cases of malpractice

Ash Manor School will:

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

Appendix L

Conflict of interest policy
Ash Manor School

Conflict of interest policy

Centre Name	Ash Manor School
Centre Number	64305
Date policy first created	08/11/2023
Current policy approved by	Ms A Bailey
Current policy reviewed by	Hannah McGill
Date of next review	29/09/2024

Key staff involved in the policy

Role	Name
Head of Centre	Ms A Bailey
Senior leader(s)	Hannah McGill
Exams officer	Sue Green
Other staff (if applicable)	Simon Evans

This policy is reviewed and updated annually to ensure that conflicts of interest at Ash Manor School are managed in accordance with current requirements and regulations.

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

Introduction

It is the responsibility of the head of centre to ensure that Ash Manor School has a written conflicts of interest policy in place available for inspection. This policy confirms that Ash Manor School:

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

    o any members of centre staff who are taking qualifications at their own centre which include 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 clear records 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 the centre itself or other centres

    o centre staff are taking qualifications at their own centre which do not include internally assessed components/units

    o centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

The purpose of this policy is to confirm how Ash Manor 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 to Identify and manage any potential conflicts of interest.

Declaration process

An electronic message is sent to all staff in the Autumn term, asking them to answer "Yes" or "No" to three questions. All staff send this email back to the exams officer or exams assistant, who logs their replies into a spreadsheet.

Managing conflicts of interest

All staff send this email back to the exams officer or exams assistant, who logs their replies into a spreadsheet. The relevant awarding bodies are informed of any conflict of interest, and any conflict of interest is carefully managed by the school.

Roles and responsibilities

The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)

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

- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)

- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)

- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre

- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials

- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

Additional responsibilities:

Any new members of staff who join the school throughout the year are contacted for potential conflicts of interest

The role of the exams office/officer

- Ensure the process for collecting declarations of interest is undertaken

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

- o Taking qualifications which include internally assessed components/units at their own centre

- o Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units (GR 5.3)

- o Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)

Appendix M

Procedure to verify the identity of all candidates in exam rooms

Ash Manor School

Purpose of the procedure

This document details how Ash Manor School verifies the identity of students in the examination rooms.

Why is candidate verification required?

As part of the general requirements for holding examinations the centre agrees to have in place written procedures to verify the identity of all candidates at the time of the examination or assessment (General Regulations 5.9).

Key staff involved in the verification of identity process

Role	Name(s)
Head of centre	**Ms A Bailey**
Exams officer	**Susan Green**
SLT member(s)	**Hannah McGill**
Lead Invigilators	**Carol Cole, Paul Johnson, Krysia Drazek**

Procedure to verify the identity of all candidates

Roles and responsibilities

Head of Centre

- Ensures the procedure is fit for purpose.

Senior leader
- Senior members of staff or members of the pastoral team who have been authorised by the Head of Centre may be present at the start of an examination to assist with the identification of candidates. All other teachers are not allowed in to any of the examinations rooms ahead of any exams.
- In the event of a candidate not providing a photograph in SIMs, a member of SLT will confirm the identity of the candidate.
- The member of SLT will call students forward to the exam room column-by-column, according to the seating plan and assist where necessary in the identification of the students.

Exams officer
Will take the following steps to enable the verification of the identity of all candidates:
- Will allocate exam numbers to each candidate through SIMS.
    - In the event that we do take an external candidate, the external candidate will be provided with a separate room to take their exam.
    - All paper-work is generated via SIMs worksheets and classes.
- Will create a desk card for each candidate for each exam detailing candidate legal name, Exam Number. Each desk card has the student's photograph on it.
- Will create seating plans for each exam.
- Will provide each student with an individual candidate timetable detailing their seating arrangements.
- Will remind students of importance of sitting in correct seat in the Y11 Assembly dedicated for exams.
- Will provide a list of candidates to the invigilators of each room of candidates sorted by exam number.
- Will provide each examination room with a full list of candidate photographs ordered by Exam number.
- Candidate lists and photograph sheets will be stored in a folder and kept at the front of the examination room.
- The lists will be returned to the secure storage room after each exam.
- The lists will be destroyed after the ROM deadline has passed.

Invigilators
- Will place the candidate cards with the candidate's exam number on desks in accordance with the seating plan
- Invigilators will work in teams focusing on various rooms so that they recognise candidates. This is implemented through PPE 1, PPE 2 and Year End exams for lower year groups in order that invigilators recognise students.
- Lead invigilator will take a register and will advise "Attendance" that a candidate is absent.
- "Attendance" will confirm candidate is absent and will try and bring them in to school. "Attendance" will liaise with the Exams Manager.