



# MEADOW PARK SCHOOL

## **EXAMINATION POLICY**

**2024/25**

**Approved by: Bernadette Pettman, Head of Centre**

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**Frequency of review: Annually**

**Next review due by: March 2026**

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- **The Purpose of the Policy**

The purpose of this examination policy is:

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

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

The examination policy will be reviewed every year.

### **Staff with Examination Responsibilities**

#### **The Head of Centre:**

- has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document Suspected Malpractice in Examinations and Assessments.

#### **The Examinations Officer:**

Having overall responsibility for the school as an examination centre, the Examinations Manager manages the administration of public and internal exams in the following ways:

- Advises the Leadership Team, subject and class tutors and other relevant support staff on annual examination timetables and administration procedures as required by the various awarding bodies.
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Reports all suspicions or actual incidents of malpractice with reference to the JCQ document – Suspected Malpractice in Examinations and Assessments.
- Maintains systems and processes to support the timely entry of candidates for their examinations.
- Ensures that students are issued with individual and rooming exam timetables well in advance of the exam season.
- Identifies and manages examination timetable clashes.
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework and controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.

- Receives, checks and stores securely all examination papers and completed scripts in accordance with JCQ regulations
- Administers Access Arrangements in partnership with the SENDCo and makes applications for Special Consideration using the current year's JCQ publication Access Arrangements and Reasonable Adjustments and special consideration.
- Accounts for income and expenditure relating to all examination costs/charges.
- Line manages the senior examination invigilator/s in organising the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations.
- Submits candidates' coursework/controlled assessment marks, tracks dispatch and returns returned coursework to subject leaders for storage; returns other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- Advises on appeals and re-marks.
- Line manages the Assistant Examinations Officer and organises the schedule of work for the academic year.
- Maintains accurate examinations information on the school website.

### **Deputy Headteacher**

- Organises teaching and learning.
- Manages external validation of courses followed at Key Staff 4/Post-16.
- Line management of Exams Manager

### **Subject Leaders** are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
- Setting and administration of internal examinations.
- Advising LT and the Examinations Manager of withdrawals from and amendments to students' examination entries

### **Teachers** are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submissions of candidates' names to Subject Leaders for confirmation of entry for/withdrawal from examinations and for confirming tiers of entry where appropriate.

### **The SENDCo** is responsible for:

- Identification and testing of candidates who may require Access Arrangements.

- 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.
- Training and briefing TA's and other relevant staff who are acting as scribes, readers or invigilators.

**Lead invigilator/invigilators** are responsible for:

- Collection of examination papers and other material from the examination's office before the start of the examination.
- Collection of all examination papers and collation in the correct order at the end of the examination and their return to the examination's office.

**The Site Service Manager** is responsible for:

- Liaising with the Examinations Manager to prepare venues for formal internal and external examinations.
- Ensuring that the venues chosen for formal examinations are prepared appropriately in accordance with JCQ requirements.

**Candidates** are responsible for:

- Confirmation of their examination entries.
- Understanding NEA regulations and signing a declaration that authenticates the NEA/coursework as their own.
- Reading and understanding the JCQ guidance on examination regulations.
- Reading and understanding their examination timetable and alerting their teacher/s and/or the Examinations Manager of any errors, clashes, problems, etc.
- Attending their examinations at the correct time and venue.

#### **Candidate Identification Procedure**

- Photographs of pupils are on all desks for identification purposes.
- Senior leadership are present at the start of every examination to verify student identities.

**Escalation Process (see separate Escalation Process policy)**

### **Conflict of Interests** (See **separate** Conflict of Interest Policy)

- It is the responsibility of the head of centre to ensure that MEADOW PARK SCHOOL has a written conflicts of interest policy in place available for inspection. This policy confirms that MEADOW PARK SCHOOL:  
manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of
  - any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
  - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units

**and** maintains clear records of **all instances** where:

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

## **Qualifications**

The qualifications offered at this centre are decided by the Headteacher, Deputy Headteacher in consultation with Subject Leaders and other members of the Leadership Team.

The subjects offered for qualifications in any academic year and the Awarding Bodies for these awards may be found in the centre's published prospectus for that year and on the school website. If there has been a change of specification from the previous year, the Examinations Office must be informed by 30<sup>th</sup> September of that academic year. The qualifications currently offered include: City & Guilds T level, GCE (A Levels), GCSE, Entry level and ~~Asdan Awards~~, BTECs, OCR Nationals.

It is the responsibility of Subject Leaders and Leadership Team to inform the Examinations Manager in writing and/or email of changes to a qualification or specification offered by the school.

## **Examination Series**

The Headteacher decides which examination series are used in the centre, in consultation with Leadership Team, Subject Leaders, Head of Sixth Form and the Examinations Manager.

External examinations and assessments are currently scheduled in November, May and June.

On-demand assessments (e.g. BTEC IT on-screen tests) are scheduled in agreement with the Examinations Manager.

Currently, formal internal examinations and assessments are scheduled in November/December and February (Year 11), January (Year 13); May (Year 9) and June (Year 10 & Year 12). Internal examinations are normally conducted under external examination conditions.

## **Timetables**

Once entries are confirmed by subject leaders, the Examinations Manager will distribute the timetables for internal examinations and external examinations. Students will be issued with individual and rooming timetables well in advance of the exam season in which they are being entered for exams. For example, students will receive their summer exam timetable in February to give them time to check, identify errors/amendments, etc. Composite timetables with exam venues will be issued before the end of the Spring Term. Versions of the composite timetable will be distributed to teaching and associate staff and posted on the school website.

## **Entries, Late Entries and Re-takes**

Candidates' entries are confirmed by the Subject Leaders, SENDCo and subject teachers. These entries are then communicated to the Examinations Manager by the internal deadlines agreed. The Examinations Manager will submit the entries (and any subsequent amendments) to the Examination Boards by the deadlines set by the boards. Candidates also have a responsibility to check their entries and timetables and alert teachers and/or the Examinations Manager if they find any errors.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, SENDCo, subject teachers, Head of Key Stage and Heads of Subject. If students' entries are withdrawn or amended, the subject teacher/subject leader/LT staff are responsible for informing the student, parent/s and the Examinations Manager.

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

The centre accepts external entries from former students only.

The centre does occasionally act as an examination centre for other organisations (e.g. BMAT and other University admissions aptitude tests).



Internal entry deadlines are circulated to Subject Leaders via email, noticeboard and briefing meetings. The exam board entry deadline for GCSE and A Level examinations in the summer season is February 21<sup>st</sup>.

Late entries are authorised by Leadership Team and/or Subject Leaders and processed by the Examinations Manager.

GCSE re-sits for Maths and English only are permitted. A Level re-sits are not permitted.

Re-sit decisions will be made in consultation with candidates, subject teachers, Examinations Manager, Headteacher and Subject Leader.

### **Examination Fees**

Examination entry fees are paid by the Centre for subjects which students are studying within their normal timetabled curriculum. Candidates or departments will not be charged for entries, tier amendments or withdrawals made by the proper procedures **provided these are made within the time allowed by the awarding bodies.**

Exam Board fees incurred by late entries or late amendments are paid by subject departments or by students/parents if it is they who are responsible for missing the entry/amendment deadline.

Fees/reimbursements are sought from candidates who decide to sit an examination after the late entry/withdrawal deadline and from candidates who fail to sit an examination without medical evidence or evidence of other mitigating circumstances.

### **Disability Discrimination Act**

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

A person has a disability for the purposes of the DDA if she/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 (or the Equality Act 2010 once in force), by ensuring that the examinations centre is accessible and improving candidate experience.

### **Access Arrangements**

The SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENDCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the examination.

A candidate's access arrangements requirement is determined by the SENDCo, following the current academic year's JCQ publication: Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments and special consideration.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the SENDCo with the Examinations Manager.

Invigilation and support for access arrangement candidates will be organised by the SENDCo with the Examinations Manager.

### **Word Processors (see also the Word Processor Policy: Appendix E)**

The allocation of word processor/laptops will be decided by the SENDCo according to:

1. The student's Access Arrangements and learning needs
2. The student's "normal way of working"

### **Estimated Grades**

Subject Leaders are responsible for submitting estimated grades to the Examinations Manager when requested.

### **Invigilation of Examinations**

External staff and agency employees are used to invigilate examinations.

External invigilators will be used for formal internal and external examinations.

Recruitment of invigilators is the responsibility of the Examinations Officer and the HR Manager.

Securing the necessary Disclosure and Barring Service (DBS) clearance and following up references for new invigilators is the responsibility of the HR Department. DBS fees for securing such clearance are paid by the centre.

Safeguarding training is the responsibility of the HR Office in consultation with the Examinations Manager.

Invigilators are timetabled and briefed by the Examinations Manager.

Invigilators rates of pay are set by the HR Office.

### **Secure Storage of Examination Materials**

It is the responsibility of the Examinations Manager to ensure that current examination materials (eg. “live” examination papers, speaking test instructions, controlled assessment tasks, stationery, etc) are stored securely in the centre and meet the criteria listed in the JCQ document, Instructions for Conducting Examinations (1.1, page 3).

- A log must be kept at reception recording each awarding body’s deliveries and number of boxes/packages received. Some of these key requirements are:
- Confidential materials must be stored in a secure room solely assigned to examinations, restricted to 4 keyholders only.
- Only persons authorised by the head of centre and the exams manager must be allowed access to the centre’s secure storage facility.
- The keys to the secure storage facilities are kept by the Examinations Manager and must be accessible to the Head Teacher.

## **Examination Day Arrangements**

The Examinations Manager will book all examination venues and liaise with the Site Services Manager and other users and ensure that the question papers, other examination stationery and materials are available for the invigilator(s).

It is the Examination Manager's responsibility to ensure that all examinations are conducted in accordance with the current JCQ guidance in "Instructions for Conducting Examinations".

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

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

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject Leaders at the end of the examination session (or later if there are students still to sit the exam due to clash resolution or late arrival).

A relevant subject teacher may attend to resolve any subject-specific queries which the invigilators and/or Examinations Manager are unable to answer.

A teacher may start the examination if authorised to do so by the Examination Manager but may not do if they have been involved in preparing students for the exam at which they are present.

## **Candidates**

Candidates must adhere to the regulations and guidance listed in JCQ document, "Information for Candidates for Written Examinations" and "Information for Candidates: Controlled Assessments" and "Information for candidates: Using social media and examinations/assessments". All students in years 10 – 13 are to be given a copy of these documents at the start of the each whole-school exam session academic year or for any external exam sessions, whichever occurs first in the year. The documents are also made available on the school website. 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.

Candidates' disruptive behaviour is dealt with in accordance with JCQ guidelines and with the school's Behaviour Policy.

Candidates are expected to stay for the full examination time at the discretion of the examinations officer or senior invigilator.

The Examinations Manager is responsible for managing late or absent candidates on examination days or subsequently.

The Examinations Manager is responsible for making arrangements for candidates who have an examination clash, the supervision of candidates, identifying a secure venue and arranging overnight supervision if necessary.

Managing any private candidates is the responsibility of the Examinations Manager.

## **Special Consideration (see also the Special Consideration Policy document)**

Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the

candidate's responsibility to alert the centre, the Examinations Manager, or the examination invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the examination, for example by providing a letter from the candidate's doctor. The Examinations Manager will then forward a completed special consideration form to the relevant awarding body within seven days of the examination, following JCQ guidance.

### **Contingency Planning (see also the Contingency Plan Policy: Appendix E)**

Contingency planning for potential disruption of exams is the responsibility of the Headteacher and Leadership Team in consultation with the Examinations Manager.

In the event of the absence/illness of the Examinations Manager, the Assistant Examinations Officer will cover examination responsibilities in the short term, following the Examinations Policy and the annual Examinations Schedule.

Contingency plans in the event of a fire/evacuation of the buildings may be found in the Fire Safety Policy - Appendix M (vii), p27.

The centre follows the JCQ guidance for emergencies (Instructions for Conducting Examinations: Emergencies, section 18 P39). Please see also The Fire Evacuation Procedure in Appendix B (page 18) and Contingency Planning in Appendices C & D (pages 22 – 23).

### **Malpractice (See also the Suspected Malpractice Policy: Appendix G)**

The Headteacher is responsible for investigating suspected malpractice in either external or internal assessments. Where a subject teacher suspects malpractice in an internal controlled assessment, this should be referred to the Subject Leader in the first instance and then to the Examinations Officer. After investigation, if appropriate, an internal school sanction may be applied. If an occurrence of malpractice is reported in an external exam or a controlled assessment by the exam board, this is a serious infringement of the JCQ regulations and may lead to a formal investigation by the head teacher and the imposition of sanctions by the exam board. Further details of this process may be found in the JCQ document, Suspected Malpractice in Examinations and Assessments: Policies and Procedures.

(See Appendix A for the Appeals Policy related to centre decisions relating to Malpractice).

### **Results (for External Exams)**

Candidates will receive individual result slips on results days, either in person, at the centre, by email or by post to their home addresses (candidates to provide self-addressed envelopes). If students are not able to pick up their results in person, the centre will only release the results to a named individual, authorised in advance in writing by the student. Anyone picking up results on behalf of a student will normally be expected to produce photographic identification before results are released to them. Results will not be communicated over the phone. Information about the arrangements for Results Day and about the collection of results is circulated to students and teaching staff by the Examinations Manager in the Summer Term.

Arrangements for the centre to be open on results days are made by the Leadership Team in consultation with the Examinations Manager and the Site Services Manager.

The deployment of staff on results days is the responsibility of the Leadership Team.

### **Post-Results Enquiries**

The exam boards offer a number of post results services which have to be approved and processed through the school. It is the responsibility of the Examinations Manager to process post results queries.

An Enquiry about Results (EAR) is a review of marking which can be requested by centre staff or by candidates through the examinations manager if there are reasonable grounds for believing there has been an error in marking. The candidates' consent is required before any EAR is requested. If a result is queried, either the candidate or the subject leader will be charged for the cost of the enquiry, depending on who initiates the request. If the enquiry leads to an overall subject grade change, the re-take fee will be refunded (if it has already been paid).

An Access to Scripts service is available if needed. After the release of results, candidates may request the return of papers. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. Priority Photocopies of exam scripts or originals are available for A Level exams within an Enquiry window which only lasts for a week after A Level results are issued, Original scripts only are available for GCSE exams. Either the candidate or the subject leader will be charged in advance for the cost of returned papers, depending on who initiates the request.

Re-marks cannot be requested once an original script has been returned to the centre.

There is no exam board service available for the re-marking of Controlled Assessments or Coursework and re-moderation of coursework can only be requested in exceptional circumstances.

If teaching staff initiate a request to review the moderation of internally assessed components, this can only be done with the consent of all the students in the cohort whose marks will be affected by this review.

### **Certificates**

Certificates may be collected and signed for by the student or posted by recorded delivery. Certificates will not be sent out with the normal mail. If certificates are posted by recorded/special delivery, students will be expected to pay in advance for the cost of this service. It is the responsibility of Leadership Team to notify students of the dates of release of the exam certificates and how they can come into school to collect them.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so by the candidate in advance in writing.

The centre retains certificates for two years. If not collected by this time, certificates may either be returned to the examination board or destroyed securely.

**Monitoring arrangements**

An annual report from the exams officer will be reported to the Leadership Team, this will include contributions from subject leaders to ensure a full picture is available.

**Dates and reviews**

Policy introduced and reviewed annually.

## **Appendix A: Internal Appeals Policy**

The procedure should be followed by a candidate disagreeing with decisions made by a teacher about internally assessed examination work (e.g. coursework marks). If the disagreement cannot be resolved by discussion between the teacher and the candidate concerned, then the candidate may appeal to the examinations officer, who will put the agreed appeals process into action. This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will only be used in exceptional circumstances.

The Examinations Officer is in overall charge of managing appeals relating to internal assessments.

If a student wishes to appeal about his/her internal assessment marks, then the following procedures should be followed:

- The appeal should be made in writing to the Examinations Officer, stating the details of the complaint and the reasons for the appeal.
- The appeal must be submitted before the end of the first week in May of the year in which the written examinations are taken although this deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.
- The teacher(s) concerned in marking assessing the work which is the subject of the appeal will be given a copy of the complaint and will respond in writing to the Examinations Officer; a copy of this will be given to the student.
- If the student is not happy with the written response they have received, he/she can then request a personal hearing before an appeals panel.
- The appeals panel will consist of the Examinations Officer and two of the following – the relevant Head of House; an Assistant or Deputy Head; a school governor – none of these should have dealt previously with the appeal.
- The request for a personal hearing should be made within two days of the receipt of the written reply to the initial appeal.
- The candidate will be given at least two days' notice of the hearing date.
- A breakdown of the marks will be given to the candidate in advance of the appeal.
- The candidate may bring a parent/guardian to the hearing.
- The teacher(s) involved will be present at the hearing.
- The Examinations Officer will convey the outcome of the appeal and the reasons for that outcome in writing to the candidate.
- The school will maintain a written record of all appeals.
- The school will inform the Awarding Body (Examination Board) of any change to an internally assessed mark as a result of an appeal.



MEADOW PARK SCHOOL

INTERNAL APPEALS APPLICATION

Please complete and return to the Examinations Officer, Meadow Park School, Abbey Road, Coventry, CV3 4BD

Candidates Full Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Subject Teacher: \_\_\_\_\_

**Details of Appeal:**

**Reason for Appeal:**

If needed, please continue on additional page(s) and attach to this sheet.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B: Emergency evacuation procedure for examinations

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

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

## **Appendix C: Contingency Planning** **(see also Exam Contingency Plan Policy: Appendix D)**

In consultation with the headteacher and Leadership Team, The Examinations Officer will:

1. Review the contingency plan well in advance of each exam series.
2. Ensure that copies of question papers are received and stored under secure conditions.

In the event of disruption, the Examinations Officer will:

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether the school or college is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. Communicate with parents, carers and students regarding any changes to the exam timetable.
6. Advise students, where appropriate, to sit exams in the next available series.

After the exam, the Examinations Manager will:

1. Consider whether students may be eligible for special consideration.
2. Ensure that scripts are stored under secure conditions.
3. Return scripts to awarding organisations in line with their instructions and never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

## Reference Grid for Contingency Planning

Emergency	Possible Contingency
Serious injury to a pupil or member of staff (e.g. transport accident)	Apply for Special Consideration Contingency for absence of exams officer
Significant damage to school property (e.g. fire)	1. Fire Drill Procedures 2. Alternative Venue (Finham Park 2)
Criminal activity (e.g. bomb threat)	Silent Fire Drill Protocol (exam procedure as for Fire Drill)
Severe weather (e.g. flooding)	1. Alternative Venue (Finham Park 2) 2. Special Consideration 3. Consult Awarding Body
Public health incidents (e.g. flu pandemic)	1. Consult Awarding Body 2. Special Consideration
The effects of a disaster in the local community	1. Consult Awarding Body 2. Special Consideration

Sources:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

[file:///C:/Users/jff/Downloads/Notice%20to%20Centres%20-%20exam%20contingency%20plan%20\(1\).pdf](file:///C:/Users/jff/Downloads/Notice%20to%20Centres%20-%20exam%20contingency%20plan%20(1).pdf)

Additional Policies: Conflict of Interests Policy:

## Appendix D:

# Exam Contingency Plan Policy 2024/25

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Bernadette Pettman	
Date of next review	1 April 2026

## Key staff involved in the plan

Role	Name(s)
Head of Centre	<b>Mrs Pettman</b>
Exams Officer Line Manager (Deputy Head Teacher)	<b>Ms H Lawrence</b>
Exams Officer	<b>Mrs Bibi</b>
SENDCo	<b>Mrs Billyeald</b>

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Meadow Park School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2023).

This plan also confirms Meadow Park School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place:

- a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENDCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

## National Centre Number Register and other information requirements

The head of centre will also ensure that Meadow Park School has a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

## Head of centre absence at a critical stage of the exam cycle

Where the head of centre is absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

## Possible causes of disruption to the exam process

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

#### Criteria for implementation of the plan

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

*annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*

*annual exams plan not produced identifying essential key tasks, key dates and deadlines*

*sufficient invigilators not recruited*

#### *Entries*

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

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

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

#### *Pre-exams*

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

#### *Exam time*

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

#### *Results and post-results*

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

#### Centre actions to mitigate the impact of the disruption

- Senior Leadership member with responsibility for assessment to support and manage colleague exams officers in other schools within the Finham Park MAT to support

## **2. SENDCo extended absence at a critical stage of the exam cycle**

#### Criteria for implementation of the plan

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

#### *Planning*

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

#### *Pre-exams*

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

#### *Exam time*

- *access arrangement candidate support not arranged for exam rooms*

#### Centre actions to mitigate the impact of the disruption

- Senior Leadership member with responsibility for assessment to support and manage
- Colleague SENDCo's in other schools within the Finham Park MAT to support
- Contact exam boards special requirements sections for late modified papers and late approval of Access Arrangements
- Special Consideration applications for students disadvantaged by lack of Access Arrangements

## **3. Extended absence of Teaching staff at a critical stage of the exam cycle**

#### Criteria for implementation of the plan

*Key tasks not undertaken including:*



*Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*

*Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*

*Non-examination assessment tasks not set/issued/taken by candidates as scheduled*

*Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking*

*Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

#### Centre actions to mitigate the impact of the disruption

- Subject leaders to train and share entry information with second in subject and SLT line manager
- Subject Leader line managers to monitor and remind re entry information and deadlines
- Examinations Officer to monitor, remind & pursue subject & qualification related entry data
- Special Consideration applications for students disadvantaged by any of the above preparations being late/overlooked

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

##### Criteria for implementation of the plan

*Failure to recruit and train sufficient invigilators to conduct exams*

*Invigilator shortage on peak exam days*

*Invigilator absence on the day of an exam*

##### Centre actions to mitigate the impact of the disruption

- Exams Officer to assess invigilator requirements for each series at start of the year & share this with SLT
- Recruit and train sufficient invigilators for the series in the current academic year
- Employ Supply Agency invigilators
- Employ Agency Supply Teachers
- Deploy Associate staff and/or Cover Supervisors
- SLT to invigilate/supervise exams

#### **5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

##### Criteria for implementation of the plan

*Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*

*Insufficient rooms available on peak exam days*

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

##### Centre actions to mitigate the impact of the disruption

Explore alternative venues (see below)

Exams officer to liaise with timetabler/SLT to identify alternative rooming (e.g. send a Year group home to free up rooms)

Alternative venue details: at FP2

## 6. Cyber-attack

### Criteria for implementation of the plan

*Where a cyber-attack may compromise any aspect of delivery*

### Centre actions to mitigate the impact of the disruption

- IT Manager & LT to advise
- SLT & IT Manager to explore options with the National Cyber Security Centre (see page 40)

## 7. Failure of IT systems

### Criteria for implementation of the plan

*MIS system failure at final entry deadline*

*MIS system failure during exams preparation*

*Power outage immediately prior to or during an on-screen test*

*MIS system failure at results release time*

### Centre actions to mitigate the impact of the disruption

- Alert exam boards to the issue/s
- Alert SLT
- Make entries/download results via exam board secure sites
- Seek support from IT Manager, Capita & MIDAS to resolve MIS failures
- Seek support from other schools within the MAT while issues are being resolved
- Apply for special consideration and extension to deadlines if necessary

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

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption

- Follow school Evacuation protocols
- Report to the relevant Awarding Body/Bodies
- Explore feasibility of using the exam board Contingency Day/s
- Transfer examinations to another centre within the MAT (see 5 above)
- Special Consideration applications for students disadvantaged by Emergency evacuation of the exam room (or centre lock down)

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

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption

(Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. In the case of modular courses, centres may advise candidates to sit examinations in an alternative series. Centres should have plans in place to facilitate alternative methods of learning.)

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

##### Criteria for implementation of the plan

*Candidates may not be able to attend the examination centre to take examinations as normal*

##### Centre actions to mitigate the impact of the disruption

- Explore home invigilation if feasible and appropriate
- Special Consideration applications for students absent from exams for acceptable reasons

#### **11. Centre may not be able to open as normal during the examination period**

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

##### Criteria for implementation of the plan

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

##### Centre actions to mitigate the impact of the disruption

- As for 8 above

#### **12. Disruption in the distribution of examination papers**

##### Criteria for implementation of the plan

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

##### Centre actions to mitigate the impact of the disruption

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action.
- Awarding organisations will provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date)

#### **13. Disruption to transporting completed examination scripts**

##### Criteria for implementation of the plan

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

##### Centre actions to mitigate the impact of the disruption

- Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, the centre will contact the relevant awarding bodies for advice and instructions and will not make its own arrangements for transportation unless told to do so by the awarding body.

- For any examinations where the centre makes its own collection arrangements, the centre will investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.
- The centre will ensure secure storage of completed examination scripts until collection.

#### **14. Assessment evidence is not available to be marked**

##### Criteria for implementation of the plan

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

*Completed examination scripts/assessment evidence does not reach awarding organisations*

##### Centre actions to mitigate the impact of the disruption

- Exams Officer to follow JCQ regulations and guidance re the storage and dispatch of completed exam scripts.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Centre to provide evidence as above
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.

#### **15. Centre unable to distribute results as normal or facilitate post results services**

(Including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

##### Criteria for implementation of the plan

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

##### Centre actions to mitigate the impact of the disruption

- Distribution of results: centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation
- Centre to make results available electronically on school secure site
- Centre to make arrangements to coordinate access to post results services from an alternative site
- Centres to share facilities with other centres within the FP MAT, if this is possible, in agreement with the relevant awarding organisation.)
- Facilitation of post results services: centre to make arrangements to make post results requests at an alternative centre within the MAT;
- Centres to contact the relevant awarding organisation if electronic post results requests are not possible)

Alternative venue details: 1. FP2; 2 Lyng Hall; 3. Finham Park school

## Further guidance to inform procedures and implement contingency planning

### DfE

#### Meeting digital and technology standards in schools and colleges

[Cyber Security Standards for schools and colleges](#)

[Cyber-crime and cyber security: a guide for education providers](#)

[DfE Cyber Security Guidance – March 2023](#)

### Ofqual

#### What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

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

In addition to this guidance, we will comply with our specific responsibilities for local and national school preparations and contingencies. We will also follow advice from relevant public health bodies.

#### Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)).

#### Disruption to assessments or exams

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

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

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

#### Steps you should take

##### Exam planning

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

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

##### In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.

3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

### **After the exam**

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

### **Steps the awarding organisation should take**

#### **Exam planning**

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

#### **In the event of disruption**

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

#### **After the exam**

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

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

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

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

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

### **Wider communications**

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

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

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

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

### **Widespread national disruption to the taking of examinations or assessments**

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

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

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

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

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

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

### **General contingency guidance**

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

- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 5 October 2023)

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

## JCQ

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

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

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

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

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

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

In the event of national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for



managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer.

(JCQ guidance above taken directly from **Instructions for conducting examinations 2023-2024** <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

JCQ Notice to Centres - Examination contingency plan/examinations policy [www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/](http://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

## **GOV.UK**

Emergency planning and response: Exam and assessment disruption  
[www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning  
[www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

## **Wales**

School closures: examinations [gov.wales/school-closures-examinations](http://gov.wales/school-closures-examinations)

Opening schools in extremely bad weather and extreme hot weather: [www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather](http://www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather)

## **Northern Ireland**

Exceptional closure days [www.education-ni.gov.uk/articles/exceptional-closure-days](http://www.education-ni.gov.uk/articles/exceptional-closure-days)  
Checklist for Principals when considering Opening or Closure of School - exceptional closure of schools [www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools](http://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

## National Cyber Security Centre

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. [Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK](#)
2. [Mitigating malware and ransomware attacks](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help schools improve their cyber security](#)
6. [Building Resilience: Ransomware, the risk to schools and ways to prevent it](#)
7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

## Appendix E: Word processor policy (exams) 2024/25

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

Role	Name(s)
SENDCo	<b>Mrs Billyeald</b>
Exams officer	<b>Mrs Bibi</b>
SLT member(s)	<b>Ms Lawrence</b>
IT manager	<b>Mr Hart</b>

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2023-2024](#) and [Instructions for Conducting Examinations 2023-2024](#) publications.

### Introduction

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

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

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENDCos must consider the need for access arrangements on a subject-by-subject basis. (AA 4.2.3)

### **Purpose of the policy**

This policy details how Meadow Park School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

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

## **The use of a word processor**

The centre will

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include

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

The centre will not

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

## **Exceptions**

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

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

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

A candidate using a word processor is normally accommodated in a different room in order not to disturb or distract other students. The students using laptops are normally identified and accommodated by the PLC.

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor

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

### **Portable storage medium**

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

- is provided by the centre

- is cleared of any previously stored data.

### **Printing the script after the exam is over**

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word-processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions).

### The criteria Meadow Park School uses to award and allocate word processors for examinations

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.  
[AA 5.8]

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.

#### **The use of word processors**

There are also exceptions where a candidate may be awarded/allocated 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.

Needs 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.

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

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

#### **Arrangements for the use of word processors at the time of the assessment**

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENDCo and the exams officer. 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 awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.



## **Appendix F: Non-Examination Assessment & Internal Verification Policy 2024/25**

<b>Role</b>	<b>Name(s)</b>
Head of Centre	Mrs Pettman
Quality Assurance Lead/ Lead Internal Verifier	GCE/GCSE: Subject Leaders BTEC QN: Ms Lawrence
SLT Member(s)	Ms Lawrence
SENDCo	Mrs Billyeald
Exams Officer	Mrs Bibi

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### **What does this policy affect?**

This policy affects the delivery of subjects of BTEC, GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

*The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. [Definition taken directly from the JCQ publication Instructions for conducting non-examination assessments, Foreword]* This publication is further referred to in this policy as NEA

### **Purpose of the policy**

The purpose of this policy, as defined by JCQ, is to

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

### **What are non-examination assessments?**

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

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

- task setting;
- task taking;
- task marking.

### **Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities**

#### **The basic principles**

##### **Head of Centre**

- Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of **NEA**
- Ensures the centre's non-examination assessment policy is fit for purpose
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

##### **Senior Leaders**

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

##### **Quality Assurance (QA) Lead/Lead Internal Verifier**

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

#### **Subject Head/Lead**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

#### **Subject Teacher**

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

#### **Exams Officer**

- Signposts the annually updated JCQ publication NEA to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

#### **Task setting**

##### **Subject Teacher**

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

#### **Issuing of tasks**

##### **Subject Teacher**

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

#### **Task Taking Supervision**

### **Subject Teacher**

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
  - Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
  - Ensures there is sufficient supervision to ensure the work a candidate submits is their own
  - Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
  - Where candidates may work in groups, keeps a record of each candidate's contribution
  - Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
  - Ensures candidates understand and comply with the regulations in relevant JCQ documents
- Information for candidates

### **Advice and Feedback**

#### **Subject Teacher**

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

### **Resources**

#### **Subject Teacher**

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

### **Word and Time Limits**

#### **Subject Teacher**

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

### **Collaboration and Group Work**

#### **Subject Teacher**

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

## **Authentication Procedures**

### **Subject Teacher**

- Where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs a member of the senior leadership team

## **Presentation of Work**

### **Subject Teacher**

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs 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

## **Keeping materials Secure**

### **Subject Teacher**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- 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 (the JCQ document Information for candidates – social media should be brought to the attention of candidates)

- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

#### **IT Manager**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

### **Task marking – Externally Assessed Components**

#### **Conduct of Externally Assessed Work**

##### **Subject Teacher**

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

##### **Exams Officer**

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

#### **Submission of Work**

##### **Subject Teacher**

- Provides the attendance register to a Visiting Examiner

##### **Exams Officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures 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, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

### **Task Marking – Internally Assessed Components**

#### **Marking and Annotation**

##### **Head of Centre**

- Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

##### **Subject Head/Lead**

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

##### **Subject Teacher**

- Attends awarding body training as required to ensure familiarity with the mark scheme/marking process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

## **Internal Standardisation**

### **Quality Assurance (QA) Lead/Lead Internal Verifier**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period
  - after most marking has been completed, holds a further meeting to make final adjustments
  - making final adjustments to marks prior to submission
  - retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

### **Subject Teacher**

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

## **Consortium Arrangements**

### **Subject Head/Lead**

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the exams officer to ensure the awarding body is notified by submission of the Centre consortium arrangements for centre-assessed work (including Spoken Language Endorsements, GCSE English Language) for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

### **Subject Teacher**

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series or until any appeal, malpractice or other results enquiry has been completed, whichever is later



### **Exams officer**

- Where the centre is the consortium lead
  - submits the notification of Centre consortium arrangements for centre-assessed work via the awarding body's Centre Admin Portal (CAP) to the deadline for each exam series affected
  - submits marks to the awarding body deadline
  - liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline

### **Submission of Marks and Work for Moderation**

#### **Subject Teacher**

- Provides marks to the subject leaders/exams officer by the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Provides the moderation sample to the subject leader/exams officer by the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

#### **Exams Officer**

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

### **Storage and Retention of Work after Submission of Marks**

#### **Subject Teacher**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place

- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

#### **Exams Officer**

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

### **External Moderation – the process**

#### **Subject Teacher**

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

### **External Moderation – Feedback**

#### **Subject Head/Lead**

- Checks the final moderated marks when issued to the centre when the results are published
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

#### **Exams Officer**

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

### **Access Arrangements**

#### **Subject Teacher**

- Works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments

#### **Special Educational and Disabilities Coordinator (SENDCo)**

Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#) in relation to non-examination assessments including [Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills](#)

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

### **Special Consideration and Loss of Work**

#### **Subject Teacher**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work

- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

#### **Exams Officer**

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application
- Refers to/directs relevant staff to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body

### **Malpractice**

#### **Head of Centre**

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents 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](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

#### **Subject Teacher**

- Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

#### **Exams Officer**

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

### **Post-Results Services**

#### **Head of Centre**

- Is familiar with the JCQ publication [Post-Results Services](#)

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

**Subject Head/Lead**

- Provides relevant support to subject teachers making decisions about reviews of results

**Subject Teacher**

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline
- Supports the exams officer in collecting candidate consent where required

## **Exams Officer**

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post-Results Services](#) (Information and guidance to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

## **Practical Skills Endorsement for the A Level Sciences designed for use in England**

### **Head of centre**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### **Quality Assurance (QA) Lead/Lead Internal Verifier**

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

### **Subject Head/Lead**

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

### **Subject Teacher**

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

### **Exams Officer**

- Accepts contact with the monitor and pass information to the subject lead for a visit to be arranged with at least two weeks' notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

### **Spoken Language Endorsement for GCSE English Language specifications designed for use in England**

#### **Head of Centre**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

#### **Quality Assurance (QA) Lead/Lead Internal Verifier**

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

#### **Subject Head/Lead**

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

#### **Subject Teacher**

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass*, *Merit*, *Distinction* or *Not Classified*) and the storage and submission of recordings

#### **Exams officer**

- Follows the awarding body's instructions for the submission of grades and recordings

### **Private Candidates**

#### **Subject Head/Lead**

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

#### **Qualification/Subject specific Additional Information**

Please consult Subject teachers and Curriculum Leaders for information about the full range of qualifications offered at Meadow Park School.

## Appendix G: Malpractice Policy (Internal Assessments)

### A COMMON PROTOCOL FOR DEALING WITH ALLEGED OR SUSPECTED MALPRACTICE IN INTERNAL ASSESSMENTS

#### 1.1 Introduction & Definitions

The JCQ guidance on Malpractice related to internal assessments states:

4.5 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 must be dealt with in accordance with the centre's internal procedures. The only exception to this is where an awarding body's confidential assessment material has potentially been breached. The breach must be reported to the awarding body immediately. If, at the time of the incident, a candidate has not been entered with an awarding body for the component, unit or qualification, malpractice discovered in a controlled assessment, coursework or non-examination assessment can also be dealt with in accordance with the centre's internal procedures.

Centres should not normally give credit for any work submitted which is not the candidate's own work. If any improper assistance (see below) has been given, a note must be made of this on the cover sheet of the candidate's work or other appropriate place. Where malpractice by a candidate in a vocational qualification is discovered prior to the work being submitted for certification, centres should refer to the guidance provided by the awarding body.

Note: Centres are advised that if coursework, controlled assessment, non-examination assessment or portfolio work which is submitted for internal assessment is rejected by the centre on grounds of malpractice, candidates have the right to appeal against this decision.

The JCQ website contains advice on the recommended procedures for appeals against internal assessment decisions.

*(JCQ: Suspected Malpractice: Policies and Procedures, section 4.5, page 9)*

1.2 There is therefore an assumption by JCQ that the centre has an internal procedure for dealing with alleged malpractice in internal assessment and has an internal appeal process if students disagree with decisions reached and sanctions imposed relating to alleged malpractice.

#### 1.3 Internal Assessment:

For the purposes of this document, "Internal Assessment" is identified as NEA's; Coursework; In-class Assessments; Practice/Progression/Mock Exams.

1.3 Malpractice: Internal Assessment before submission of marks and samples: The centre will follow the internal policy and measures summarised in this document. Where malpractice is alleged in external examinations and internal assessment after submission of marks and samples: The centre will follow the current JCQ guidance on Suspected Malpractice:

[https://www.jcq.org.uk/wp-content/uploads/2022/09/Malpractice\\_22-23\\_FINAL2.pdf](https://www.jcq.org.uk/wp-content/uploads/2022/09/Malpractice_22-23_FINAL2.pdf)

#### 1.4 Malpractice:

For the purposes of this document, Internal Policy, “Candidate malpractice” means malpractice by a candidate in connection with any internal examination or assessment: in-class assessments and mock exams; 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.



## **2. Examples of Malpractice in internal assessment (the list is not exhaustive)**

- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of technology to aid the copying);
- allowing work to be copied;
- accessing the internet or online materials during remote assessment and remote invigilation, where this is not permitted;
- disruptive behaviour in an examination room or during an assessment session (including the use of offensive language);
- making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio;
- allowing others to assist in the production of controlled assessment, coursework, non-examination assessment or assisting others in the production of controlled assessment, coursework or non-examination assessment;
- the inclusion of inappropriate, offensive, obscene, homophobic, transphobic, racist or sexist material in scripts, controlled assessments, coursework, non-examination assessments or portfolios;
- plagiarism: unacknowledged copying from, or reproduction of, published sources or incomplete referencing;
- theft of another candidate's work;
- facilitating malpractice on the part of other candidates;

*(From: JCQ: Suspected Malpractice: Policies and Procedures; 1 September 2024 to 31 August 2025  
Revised for 2024-25; Appendix 2, Part 2)*

## **3. Measures to Avoid Malpractice in Internal Assessment**

JCQ requires that Centres take all reasonable steps to prevent malpractice. These steps should include but are not limited to the following measures:

- Ensure that all JCQ notices, e.g. Information for candidates, non-examination assessments, coursework, on-screen tests, written examinations, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place. The appropriate JCQ notices can be found at: <https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>
- Ensure candidates are informed verbally and in writing about the required conditions under which the assessments are conducted, including warnings about the introduction of prohibited materials and devices into the assessments, and access to restricted resources.
- Ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice (see section 6 below and Appendix 3)
- Ensure that candidates involved in examination clash arrangements are aware of appropriate behaviour during supervision, i.e. Ensuring that candidates cannot pass on or receive information about the content of assessments, thereby, committing candidate malpractice.
- Ensure that candidates completing coursework or non-examination assessments are aware of the need for the work to be their own.

*(JCQ: Suspected Malpractice: Policies and Procedures; (Revised for 2024-25; Appendix 2, Part 2)*

## **4. Process to deal with alleged or suspected Malpractice**

### **4.1 Gather Information**

“An allegation of malpractice is unproven until the relevant information has been gathered and considered.”

*JCQ: Suspected Malpractice: Policies and Procedures; 1 September 2024 to 31 August 2025, 5.2)*

Information should be gathered by the teacher and/or the subject leader. An investigation will allow the subject leader to make a decision on a case – this may be that there is no case to answer as, following investigation, there is no evidence to support the allegation. Alternatively, it may lead to a finding of malpractice which could then incur a sanction for an individual or individuals.

4.2 If necessary/appropriate, the teacher/subject leader can request support from the Examinations Officer/Manager and/or Leadership Team in gathering information, conducting interviews, making a decision, applying sanctions and processing appeals

### **4.3 Information obtained from individuals**

- Information can be obtained from individuals during the information gathering stage of an investigation through either statements or interviews. It is recommended that a written record is kept of these statements and/or interviews.
- Those accused of malpractice and any person who witnessed or is likely to be aware of facts relevant to the allegation of malpractice should be interviewed and/or asked to provide a statement.
- Any statements that are obtained must be in the witness' own words and be signed and dated.
- A template proforma for a student statement is included as Appendix 3

## **5. Making a Decision**

5.1 In making a decision, the teacher/subject leader should establish that correct procedures have been followed (e.g. did students have access to, or were made aware of the JCQ regulations relating to internal assessment), and that all individuals involved have been given the opportunity to make a written statement. Where individuals have had the opportunity to make a final written statement, but have declined this opportunity, the case will proceed on the basis of all other information received.

5.2 If satisfied that every effort has been made to follow the correct procedures, the teacher/subject leaders should then seek to determine:

- whether malpractice, as defined above (1.3.2) has occurred;
- identify the regulation or requirement which it is alleged has been broken;
- establish the facts of the case based on the evidence presented to them;
- decide whether the facts as so established actually breach the regulations or specification requirements;
- where the culpability lies for the malpractice.

5.3 If satisfied that there is sufficient evidence that malpractice has occurred, the teacher/subject leader will establish who is responsible for this and then determine:

- whether there are any points to consider in mitigation;
- appropriate measures to be taken to protect the integrity of the examination or assessment and to prevent future breaches;
- the nature of any sanction to be applied, if any, considering the least severe sanction first (see section 6 below).

5.4 Each case of suspected malpractice will be considered and judged on an individual basis in the light of all information available. Where there is an established, clearly evidenced, repeated pattern of malpractice, this may be taken into consideration when determining whether a more severe sanction should be applied.

5.5 The teacher/subject leader must be satisfied from the evidence that, on the balance of probabilities, the alleged malpractice occurred (i.e. That it is more likely than not). It is possible that the evidence in some cases may be inconclusive, but the teacher/head of subject may decide that it is unable to accept the work of a candidate or issue results in order to protect the integrity of the qualification for the majority.

## **6. Sanctions**

6.1 Should the allegation or suspicion of malpractice be substantiated with credible evidence, whether the malpractice is admitted or not, the sanction imposed should reflect:

- a) The regulation alleged to have been broken
- b) The severity/culpability of the offence
- c) Where there is an established, clearly evidenced, repeated pattern of malpractice, this may be taken into consideration when determining whether a more severe sanction should be applied (see 5.4 above)

Sanction 1: Verbal Warning that future breaches of regulations may result in loss of marks and/or requirement to complete work again, under controlled conditions + Issue JCQ Information for Candidates for the relevant component & + letter/communication of sanction with parents/guardians

Sanction 2: requirement to revise work and/or complete work again + letter/communication of sanction with parents/guardians

Sanction 3: zero mark awarded for the section or component in which malpractice is identified – normally intended for use if students reject sanctions 1, 2 & 3 or the offence is serious enough to justify a zero mark being imposed (eg theft of or copying of another student's work)

## 6.2 Examples of malpractice offences & suggested sanctions: Internal Assessments\*

Offence	Sanction
Use of unauthorised material into exam room (eg mobile phone, notes, etc)	1
Use of unauthorised material into exam room in an attempt to gain an unfair advantage	2
Use of unauthorised material into exam room resulting in an unfair advantage	3
Collusion with other student/s to gain an unfair advantage	2
Deliberate plagiarism	2
Theft of/copying of another student's work without their knowledge	3

\*The teacher/subject leader may choose to impose additional sanctions included in the school Behaviour for Learning Policy (eg C1, C2, C3 etc).

6.3 A JCQ table of offences and indicative sanctions is indicated in Appendix 3

6.4 The teacher/subject leader may choose to impose additional sanctions included in the school Behaviour for Learning Policy (eg C1, C2, C3 etc).

6.5 All sanctions resulting from cases of malpractice are subject to appeal (see: Internal Appeals Process below)

6.6 A more comprehensive summary of indicative sanctions and offences can be found in Appendix 3: JCQ Indicative Sanctions

## 7. Internal Appeal Procedures

If a sanction is applied to a student due to alleged malpractice in their coursework, controlled assessment, non-examination assessment or portfolio work, students should be informed that they have the right to appeal against this decision. In this event, they should follow the process indicated in Appendix 2: (SUSPECTED MALPRACTICE IN INTERNAL ASSESSMENTS: INTERNAL APPEALS PROCESS)

## Appendix 1

### SUSPECTED MALPRACTICE (COURSEWORK/NEA'S): CANDIDATE STATEMENT

Date		Candidate Name	
Subject		Component	

The exam board regulations for coursework and Non-examination assessments (NEA's) state that:

*'the work which you submit for assessment must be your own';*

*'you must not copy from someone else or allow another candidate to copy from you'.*

*Information for candidates Coursework assessments Effective from 1 September 2024 (JCQ)*

You have been given this form because your teacher/s is/are concerned that your work may not comply with these requirements. This means that they are currently unable to sign either a Centre Declaration Form or a Candidate Record Form to confirm that they are confident the work is your own. The form is designed to give you the opportunity to state why your work is either similar to the work of another student or/and is similar to unreferenced information from published sources (including the internet).

Details of the work

--

Reasons for similarity to other student/s' work and/or published sources (including the internet)

--

When your teacher has considered your statement and concluded their investigation, if they are still not confident that your work is your own, you will normally be offered one of the following options:

1. Review and re-submit the work and properly reference any published sources (including the internet)
2. Complete and submit another piece of work
3. Complete and submit another piece of work as a controlled assessment under supervision

If you are offered and do not accept any of the options above, a zero mark will be submitted for all sections within the work which cannot be authenticated as your own.

Please sign below to indicate you have read and understood the information above:

Candidate Name (please print):

Candidate Signature:

Date of signature:

## Appendix 2

### SUSPECTED MALPRACTICE IN INTERNAL ASSESSMENTS:

#### INTERNAL APPEALS PROCESS

The procedure should be followed by a candidate disagreeing with decisions made by a teacher about internally assessed examination work & alleged malpractice. If the disagreement cannot be resolved by discussion between the teacher and the candidate concerned, then the candidate may appeal to the examinations officer, who will put the agreed appeals process into action. This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will only be used in exceptional circumstances.

The Examinations Officer is in overall charge of managing appeals relating to malpractice in internal assessments.

If a student wishes to appeal about his/her internal assessment marks, then the following procedures should be followed: The appeal should be made in writing to the Examinations Officer, stating the details of the complaint and the reasons for the appeal.

- The appeal must be submitted within 2 weeks of the malpractice decision being communicated.
- The teacher(s) concerned in marking assessing the work which is the subject of the appeal will be given a copy of the complaint and will respond in writing to the Examinations Officer; a copy of this will be given to the student.
- If the student is not happy with the written response they have received, he/she can then request a personal hearing before an appeals panel.
- The appeals panel will consist of the Examinations Officer and two of the following – the relevant College Leader; an Assistant or Deputy Head; a school governor – none of these should have been involved in the original malpractice decision.
- The request for a personal hearing should be made within two days of the receipt of the written reply to the initial appeal.
- The candidate will be given at least two days' notice of the hearing date.
- The candidate may bring a parent/guardian to the hearing.
- The teacher(s) involved will be present at the hearing.
- The Examinations Officer will convey the outcome of the appeal and the reasons for that outcome in writing to the candidate.
- The school will maintain a written record of all appeals.
- The school will inform the Awarding Body (Examination Board) of any change to an internally assessed mark as a result of an appeal.

MEADOW PARK SCHOOL  
INTERNAL APPEALS APPLICATION

Please complete and return to the Examinations Officer, Meadow Park School, Green Lane, Coventry, CV3 6EA

Candidates Full Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Subject Teacher: \_\_\_\_\_

**Details of Appeal:**

**Reason for Appeal:**

If needed, please continue on additional page(s) and attach to this sheet.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 3: JCQ Indicative Sanctions

### Appendix 6 Indicative sanctions against candidates

This table is for guidance only and sanctions can be flexibly applied according to the details of each individual case.

In instances where the box is blank, the sanction may still be used.

The structure of awarding bodies' qualifications can differ and therefore all the available sanctions may not be relevant for every qualification.

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
<b>Introduction of unauthorised material into the examination room, for example:</b>			
Own blank paper	used for rough work	used for final answers	
Calculators, dictionaries (when prohibited)	not used	used or attempted to use	
Bringing into the examination room notes in the wrong format or prohibited annotations	notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject	notes/annotations are relevant and give an unfair advantage	notes/annotations introduced in a deliberate attempt to gain an advantage
Unauthorised notes, study guides and personal organisers	content irrelevant to subject	content relevant to subject	relevant to subject and evidence of use
Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, airpods, earphones and headphones)	not in the candidate's possession but makes a noise in the examination room	in the candidate's possession but no evidence of being used by the candidate	in the candidate's possession and evidence of being used by the candidate
Watches (not smartwatches)	in candidate's possession		
<b>Standard sanctions:</b>			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time.	



Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
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#### Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations	minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after being told to stop	major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing after being told to stop	related non-compliance
Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations	leaving examination early (no loss of integrity); removing script from the examination room, but evidence of the integrity was maintained	removing script from examination room but with no proof that the script is safe; taking home materials	deliberately breaking a timetable clash supervision arrangement; removing script from the examination room and with proof that the script has been tampered with; leaving examination room early so integrity is impaired
Disruptive behaviour in the examination room or assessment session (including use of offensive language)	minor disruption lasting a short time; calling out, causing noise, turning around	repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions	warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property

#### Standard sanctions:

<ol style="list-style-type: none"> <li>1. warning;</li> <li>2. loss of all marks gained for a section;</li> <li>3. loss of all marks gained for a component;</li> <li>4. loss of all marks gained for a unit;</li> <li>5. disqualification from the unit;</li> </ol>	<ol style="list-style-type: none"> <li>6. disqualification from all units in one or more qualifications taken in the series;</li> <li>7. disqualification from the whole qualification;</li> <li>8. disqualification from all qualifications taken in that series;</li> <li>9. barred from entering for examinations for a set period of time.</li> </ol>
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Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
<b>Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to):</b>			
Verbal communication	isolated incidents of talking before the start of the examination or after papers have been collected	talking during the examination about matters not related to the exam; accepting examination related information	talking about examination related matters during the exam; whispering answers to questions
Communication	passing/receiving written communications which clearly have no bearing on the assessment	accepting assessment related information	passing assessment related information to other candidates; helping one another; swapping scripts
<b>Offences relating to the content of candidates' work</b>			
The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non-examination assessments or portfolios	isolated words or drawings, mildly offensive, inappropriate approaches or responses	frequent mild obscenities or drawings; isolated strong obscenity; isolated mild obscenities or mildly offensive comments aimed at the examiner or member of staff	offensive comments or obscenities aimed at a member of staff, examiner or religious group; homophobic, transphobic, racist or sexist remarks or lewd drawings
<b>Standard sanctions:</b>			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time.	

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Collusion: working collaboratively with other candidates beyond what is permitted	collaborative work is apparent in a few areas, but possibly due to teacher advice; candidate unaware of the regulations	collaborative work begins to affect the examiner's ability to award a fair mark to an individual candidate	candidates' work reflects extensive similarities and identical passages; due to a deliberate attempt to share work
Plagiarism: unacknowledged copying from or reproduction of published sources (including the internet); incomplete referencing	minor amount of plagiarism/poor referencing in places	plagiarism from published work listed in the bibliography or referenced; <b>or</b> minor amount of plagiarism from a source not listed in the bibliography or referenced	plagiarism from published work not listed in the bibliography or referenced; <b>or</b> plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced
Making a false declaration of authenticity		sections of work done by others, but most still the work of the candidate	most or all of the work is not that of the candidate
Copying from another candidate or allowing work to be copied (including the misuse of technology)	lending work not knowing it would be copied	permitting examination script/work to be copied; showing other candidates' answers	copying from another candidate's script, controlled assessment, coursework, non-examination assessment; borrowing work to copy
<b>Undermining the integrity of the examinations/assessments</b>			
The deliberate destruction of work	minor damage to work which does not impair visibility	defacing scripts; destruction of candidate's own work	significant destruction of another candidate's work
The alteration or falsification of any results document, including certificates			falsification/forgery
<b>Standard sanctions:</b>			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time.	

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Misuse of, or attempted misuse of, assessment material and resources	attempting to source assessment related information online	accepting assessment related information without reporting it to the awarding body	misuse of assessment material or exam related information including: attempting to gain or gaining prior knowledge of assessment information; improper access to assessment related information (including electronic means); improper disclosure (including electronic means); receipt of assessment information from the examination room; facilitating malpractice on the part of others; passing or distributing assessment related information to others
Removing or stealing any candidate's work			Unauthorised removal of any candidate's work (e.g. project/coursework)
Personation			deliberate use of wrong name or number; personating another individual; arranging to be personated
Behaving in a way as to undermine the integrity of the examination/assessment			for example, attempting to obtain certificates fraudulently; attempted bribery; attempting to obtain or supply exam materials fraudulently
<b>Standard sanctions:</b>			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time.	

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Use of social media for the exchange and circulation of real or fake assessment material	attempting to source secure assessment related information online/via social media	accepting/receiving real or fake assessment related information via social media without reporting it to the awarding body	misuse of assessment material (real or fake) including: attempting to gain or gaining prior knowledge of assessment information via social media; improper disclosure of real or fake assessment information; passing or distributing real or fake assessment related information to others
Obstructing or hindering a malpractice investigation	failing to report suspected malpractice by other candidates	providing incomplete information to those gathering information for a malpractice investigation	providing misleading and/or significantly incomplete information to those gathering information for a malpractice investigation
<b>Standard sanctions:</b>			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time.	