



Lady Manners School

Examinations Policy

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Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed annually by the Senior Leadership Team and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: <https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools>

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PURPOSE

The purpose of this examination policy is to ensure:

- that the planning and management of examinations is conducted effectively in the best interest of candidates
- that our system of examination administration is efficient and clear, and staff and students understand what is required and expected of them
- that we comply with the requirements and guidance set out by the Joint Council for Qualifications (JCQ) and the awarding bodies

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

EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

1. EXAMINATION RESPONSIBILITIES

Everyone involved in our examination processes, including staff and students, must read, understand and implement this policy. Senior leaders must also read and refer to the [JCQ general regulations](#).

Headteacher (Head of Centre)

The head of centre is Mr Gary Peat (Headteacher):

- Has overall responsibility for Lady Manners School as an exams centre

- Is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the JCQ regulations and awarding body requirements
- Must read and refer to the [JCQ guidelines](#)
- Is responsible for making sure that all staff comply with the [JCQ guidelines](#)
- Is responsible for making sure that all senior leaders and staff involved in exams are familiar with the whole of the [JCQ general regulations](#)
- Is responsible for making sure that all staff receive appropriate training, support and time to facilitate the effective delivery of examinations and assessments, and that they understand the relevant requirements
- Is responsible for making sure that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on [malpractice in examinations and assessments](#)
- Ensures that [JCQ guidance for centres on cyber security](#) is followed
- Ensures that accurate candidate contact information is obtained and maintained
- Ensures that required information is provided to the National Centre Number Register and updated, as needed
- Ensures appropriate controls are in place that allow accurate data to be submitted to the awarding bodies by the required deadline, e.g. entries and internally-assessed marks
- Ensures that all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority
- Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's licence or passport – and only entered under alternative names in exceptional circumstances
- Ensures that there are appropriate resources in place at the time of exams – such as readers and scribes – to meet candidates' needs
- Ensures that at least 1 member of staff (a senior designated contact) is available to manage emergency results-related requests from awarding bodies during the summer holidays
- Ensures the security of all assessment materials, and that the materials provided are only shared with appropriate staff and candidates
- Reports any potential or actual breach of examination or assessment materials to the awarding body/bodies immediately
- Retains records of all conflicts of interest including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected

Examinations Officer

The Examinations Officer is responsible for the administration of exams. They:

- Manage the administration of internal and external examinations
- Must read and refer to the [JCQ guidelines](#)

- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. Ensure this calendar is provided to all staff and candidates
- Ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and make sure that scripts are dispatched as per the guidelines
- Download, print (where appropriate) and store electronic assessment materials safely and securely as per the JCQ guidelines
- Administer access arrangements and reasonable adjustments, and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)
- Identify and manage exam timetable clashes
- Account for income and expenditure relating to all exam costs/charges
- Line manage the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the senior leadership team (SLT), any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks
- Be 1 of the key holders to the secure room where question papers and pre-release materials are stored

Deputy Headteacher - Curriculum

- Provides line management and support for the Examinations Officer

- Gives authorisation of courses followed at Key Stage 4/Post-16.
- Oversees the mapping of resources, including invigilators, examination rooming and ICT requirements.

Middle Leaders

Middle Leaders are responsible for:

- Advising the Examinations Officer of any changes to syllabus, specification or assessment details for their subjects
- Advising the Examinations Officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the Examinations Officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures
- Ensuring that all assessment is taken in the examination series in which the qualification is certificated to satisfy the terminal assessment requirement.
- Obtaining the controlled assessment / non-examined task details from the appropriate Awarding Body.
- Ensuring that teaching staff and in-class support staff understand the requirements of the specification and their responsibilities with regard to controlled / non-examined assessment.
- Ensuring secure storage of assessment materials and the safe keeping of students' work. Student work needs to be retained securely until after the closing date for any enquiries about results.
- Liaising with the school's SENDCo for any assistance required for the management of access arrangements.

Pastoral Leaders (Head of Sixth Form, Year Leaders)

Pastoral Leaders are responsible for:

- Communication of information regarding examinations and timetable arrangements.
- Have an understanding of involvement in post-results procedures to provide guidance to students and parents and carers, where required.

Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by a Middle Leader or the Examinations Officer.
- Establishing familiarity with guidelines from JCQ and Awarding Bodies in respect of the conduct of examinations and completion of controlled / non-examined assessments.
- Supervising assessments, only permitting assistance to students as the specification allows.
- Marking using the mark schemes provided by the awarding body, keeping a record of marks.
- Retaining all work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retaining candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

SENDCo

The SENDCO is responsible for:

- Detailing candidates' current difficulties to show how they impact on teaching and learning and performance in examinations, and summarising evidence of feedback from teachers and/or support staff
- Identifying and testing candidates' requirements for access arrangements and reasonable adjustments, and notifying the Examinations Officer in good time so they can put exam day arrangements in place
- Processing any necessary applications for access arrangements and reasonable adjustments, in order to gain approval (if required)
- Working with the Examinations Officer to provide the access arrangements and reasonable adjustments required by candidates in exam rooms

Senior Invigilators and Invigilators

The invigilator(s) are responsible for:

- Assisting the Examinations Officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam and checking and signing the Second Pair of Eyes form, where appropriate
- Collecting all exam papers in the correct order at the end of the exam and ensuring they are returned to the exams office
- Immediately reporting any examination incidents to the Examinations Officer

Candidates

Candidates are responsible for:

- Checking their examination timetables are correct and that they understand the examination rules and regulations.
- Attending all examinations for which they are entered, and completing all examination controlled / non-examined assessment requirements.
- Signing a declaration that confirms the coursework / non-examined assessment to be their own.
- Conduct themselves in all examinations in accordance with the JCQ regulations.

Administrative Staff

Administrative staff are responsible for:

- Administering the arrival and posting of examination material in line with JCQ regulations
- Collating examination results
- Ensuring there is a traceable record of examination certificate collection

2. THE STATUTORY TESTS AND QUALIFICATIONS OFFERED

The statutory tests and qualifications offered are decided by the Headteacher, SLT and Middle Leaders on behalf of the Governors of Lady Manners School.

The statutory tests and qualifications offered are all approved qualifications for schools in accordance with DfE guidelines.

The subjects offered for these qualifications in any academic year may be found on the school website.

All candidates will be entitled and enabled, to achieve an entry for qualifications from an external awarding body.

3. EXAMINATION TIMETABLES

The Examinations Officer will circulate the examination timetables for internal and external examinations once these are confirmed.

The Examinations Officer will be responsible for making arrangements for clash candidates, including:

- Supervising escorts
- Identifying a secure venue

Where a candidate has a timetable clash involving an AS further mathematics, AS mathematics, A-level further mathematics or A-level mathematics exam, a centre cannot move the examination to the morning session.

It must always be sat in the published afternoon session as per the awarding body's timetable.

For further information please see the JCQ document Timetable clashes – GCE AS & A-level mathematics examinations, which may be found at: <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>].

4. ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RE-SITS

4.1 Entries

Candidates prepared for a course will be entered for the relevant examination. It is expected that entries will be made for all of the subjects that the student studies on their timetable.

The final decision about entries remains with the school.

The Centre only accepts external entries from recent former students when there are very exceptional circumstances. In this instance, external candidates are expected to pay for any examination entries.

4.2 Late Entries

Entry deadlines are circulated to Middle Leaders via the internal post and email.

Late entries are authorised by Middle Leaders and the Deputy Headteacher.

4.3 Re-sits

Re-sit decisions will normally be made in consultation with the candidates, Middle Leaders, subject teachers and the Examinations Officer.

(See also section 5: Examination Fees)

5. EXAMINATION FEES

Initial registration and entry examination fees, where this relates to timetabled teaching as part of the curriculum, are paid by the Centre.

Late entry or amendment fees are paid for by the Curriculum Area.

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

Reimbursement will be sought from candidates who fail to sit an examination without genuine medical reason, or meet the necessary controlled assessment requirements. The school's Charging and Remissions policy is available on the school's website.

Fees for any subsequent re-sits of the same examination or module are paid by the candidate, unless there are exceptional circumstances agreed by the Headteacher.

Candidates should normally pay the fee for an enquiry about a result, unless there are exceptional circumstances agreed by the Headteacher. (See also section 11.2: Enquiries About Results [EARs])

6. THE EQUALITY ACT, PARTICULAR NEEDS AND ACCESS ARRANGEMENTS

6.1 The Equality Act

The Equality Act 2010 extends to general qualifications. All staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

We comply with the legislation including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the Head of Centre, Examinations Officer and SENDCo.

6.2 Particular Needs

A candidate's particular needs and requirements are agreed by the SENDCo, doctor and pastoral staff.

Any staff, as part of their pastoral role, may identify other requirements and liaise with the Examinations Officer over any arrangements which may need to be reviewed.

6.3 Access Arrangements

The SENDCO will inform subject teachers of any special arrangements that may be needed for candidates with:

- Special educational needs (SEN)
- English as an additional language (EAL)
- A temporary illness or injury

A candidate's access arrangements and reasonable adjustments requirement is determined by the SENDCO.

Ensuring there is appropriate evidence for a candidate's access arrangements and reasonable adjustments is the responsibility of the SENDCO.

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

Room arrangements for candidates using access arrangements and reasonable adjustments will be organised by the Examinations Officer.

Invigilation and support for candidates using access arrangements and reasonable adjustments, as defined in the [JCQ access arrangements and adjustments regulations](#), will be organised by the Examinations Officer. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of which is to be assessed in conjunction with JCQ access arrangements and adjustments regulations), the JCQ's regulations and guidance must be adhered to (see Appendix 4 for the policy on the use of word processors in examinations).

See chapter 5 of the [JCQ access arrangements and adjustments regulations](#) for details on the types of adjustments that may be considered, as well as the procedures involved.

Any appeals relating to centre decisions regarding Access Arrangements will be dealt with in accordance with the procedure set out in Appendix 3.

7. MANAGING INVIGILATORS AND EXAMINATION DAYS

7.1 Managing Invigilators

External invigilators will be used for the supervision of external examinations.

The recruitment of invigilators is the responsibility of the Examinations Officer, working with the Human Resources Officer.

Invigilators and/or those facilitating an access arrangement or reasonable adjustment for a candidate under examination conditions will receive thorough training on JCQ guidelines. Invigilators will be timetabled, trained and briefed by the Examinations Officer.

Invigilators' rates of pay are determined by the Governing Body, with reference to County guidelines.

7.2 Examination Days

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator.

The Premises Manager is responsible for setting up the allocated rooms.

The Senior Invigilator will start all examinations in accordance with JCQ guidelines.

Senior staff and/or other relevant pastoral staff will help invigilators identify students. Any staff will only be present in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical examinations subject teachers' availability will be in accordance with [JCQ guidelines](#).

After an exam, the Examinations Officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with invigilators and administrative staff.

The procedure for emergency evacuation of exam rooms will be outlined in our exam contingency policy, which will be subject to inspection by the JCQ Centre Inspection Service.

In the event of an emergency, a full report of the incident will be produced and kept on file – and any breach of question paper security or malpractice will be reported to the awarding body immediately.

7.3 Exam Rooms

The Head of Centre

- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

Food and Drink Policy (Exams)

<p>Food is not allowed in the examination room Water is permitted in a transparent bottle without a label</p>

Leaving the Examination Room Policy

<p>Candidates may not leave the examination room until the permitted time, as outlined by the examination regulations Candidates will be informed of the process for leaving the examination room by the invigilator Candidates will leave in a quiet and orderly manner</p>
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7.4 Resilience and Contingency Planning - see Appendix 1

A joint contingency plan is in place to ensure a consistent and effective response in the event of a major disruption to the examination system. This is to safeguard the interests of candidates and to maintain the integrity of the examination process.

Contingency plans are in line with the guidance provided by Ofqual, JCQ and awarding bodies.

7.5 Malpractice

The centre will take all reasonable steps to prevent the occurrence of any malpractice before, during and after assessment has taken place. The Head of Centre, in consultation with the Examinations Officer, is responsible for ensuring that suspected malpractice is thoroughly investigated. Malpractice

does not necessarily involve an intention to cheat or gain an unfair advantage. Examples of malpractice include, but are not limited to:

- Unauthorised use of a mobile phone or internet-enabled device in examinations
- Copying or allowing work to be copied
- Posting work on social media prior to an exam
- Collusion or working collaboratively

Senior Leaders and the Examinations Officer are responsible for ensuring candidates are provided with JCQ regulations regarding malpractice, use of AI and social media.

Middle Leaders and subject teachers are responsible for ensuring students are provided with specific examination board regulations for controlled assessments / on-examined assessment in order to avoid committing malpractice.

If malpractice is suspected or reported, it will be investigated by the Examinations Officer and / or a senior member of staff as decided by the Head of Centre. It will then be escalated to the Head of Centre.

All cases of malpractice or suspected malpractice will be dealt with in accordance with the malpractice policy contained in **Appendix 7**.

8. CANDIDATES AND SPECIAL CONSIDERATION

8.1 Candidates

The school's published rules on acceptable dress and behaviour apply at all times.

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

In the examination room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specific specification for that subject. This is particularly true of mobile phones, watches and all other electronic devices with text or digital facilities.

Any precluded items must not be taken into the examination room.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates are expected to stay for the full examination time.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff or invigilator must accompany them.

The Examinations Officer together with pastoral staff will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

8.2 Special Consideration

All cases of special consideration will follow the guidance set out by JCQ.

Where eligible, special consideration will be applied for at the time of the assessment where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is disadvantaged by adverse circumstances beyond their control.

If a candidate is absent from a timetabled component/unit for acceptable reasons, and the centre can support this, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. Where applicable, candidates will be asked to complete the JCQ self-certification form.

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded.

Any special consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor.

The Examinations Officer will then apply on-line only for Special Consideration from the relevant awarding body before the end of the examination series.

The Centre must inform a candidate when an application for special consideration is submitted to the awarding body.

Any appeals relating to centre decisions regarding Special Consideration will be dealt with in accordance with the procedure set out in **Appendix 3**.

9. CONTROLLED / NON-EXAMINED ASSESSMENT AND APPEALS AGAINST INTERNAL ASSESSMENTS

Teaching staff who deliver non-examination assessments for GCEs and GCSEs will follow the correct specifications and the specification and instructions provided by the awarding body, and/or JCQ instructions for conducting non-examination assessments, if appropriate. Teaching staff will also check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities.

9.1 Controlled / Non-examined Assessment

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Middle Leaders will ensure all controlled assessment is ready for despatch before the date set by the awarding body and the Examinations Officer will keep a record of:

- The date assessment was posted
- The name of the assessor

Marks for all internally assessed work are submitted online and / or provided to the Examinations Officer by the Curriculum Leaders.

9.2 Internal Verification

There is a separate policy/procedure for the BTEC Assessment and Internal Verification and the BTEC Registration and Certification - see **Appendix 2**.

9.3 The Examinations Officer will inform staff of the deadline for appeals against internal assessments.

Appeals Against Internal Assessments - see Appendix 3

10. RESULTS, ENQUIRIES ABOUT RESULTS (EARs) AND ACCESS TO SCRIPTS (ATS)**10.1 Results**

Dates of the results days each year will be publicised to candidates, parents and carers by the school.

Candidates in Years 10, 11, 12 and 13 and external candidates will receive individual results slips on results days in person at the school, via email or by post to their home addresses if requested (candidates to provide stamped addressed envelope). Results will only be given out over the phone or via email if agreed by the Head of Centre.

Arrangements for the school to be open on results days and the provision of staff on results days is the responsibility of the Headteacher.

10.2 Enquiries About Results (EARs)

EARs may be requested by centre staff or the candidates following the release of results.

A request for a review of marking or clerical check requires the written consent of the candidate.

A candidate may apply to have an enquiry carried out, for which they will be charged. In some situations the school will contact parents, carers and students about particularly borderline results.
(See section 5: Examination Fees)

All processing of EARs will be the responsibility of the Examinations Officer following JCQ guidance.

10.3 Access to Scripts (ATS)

After the release of results, candidates may request the return of scripts within a deadline specified by the Examinations Officer by completing the relevant form and submission of the required payment.

School staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. The charge for this would be passed on to the Curriculum Area.

No review of marking can be applied for once a script has been returned, unless there is a priority request for a script.

It is the responsibility of the candidate to ensure that they have notified school that they wish to apply for any post-results services and that they have completed the necessary consent forms and made the appropriate payment before the examination board published deadline.

10.4 Reviews of moderation

Requests for reviews of moderation will be dealt with in accordance with JCQ guidance and any specific exam board guidance.

10.5 Appeals to awarding bodies

Any appeals to awarding bodies will be conducted in accordance with JCQ guidance.

10.6 Appeals relating to post results services

Any appeals relating to the decision about whether to apply for post results services will be dealt with in accordance with the procedure set out in Appendix 3.

11. ARTIFICIAL INTELLIGENCE:

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT. Lady Manners School recognises that AI has many uses to help students to learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Staff should:

- Be aware that AI tools are still being developed and tested
- Use AI tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

See our AI policy for more information on how students can and cannot use AI for their assignments.

For more information on AI misuse, see [guidance from JCQ on AI use in assessments](#). Any misuse of AI tools may be treated as malpractice.

12. RESULTS AND CERTIFICATES

Candidates will receive individual results slips on results days in person, via the results app or via email. The results slip will be in the form of a centre-produced document.

Dates of results days are publicised for all candidates via school communication.

Certificates are presented in person and signed for on Presentation Evening. Certificates are signed for if collected after this event. A traceable record is kept of all certificates that are issued.

Certificates may be collected, from the school office after Presentation Evening, on behalf of a candidate by a third party, provided they have been authorised to do so and bring identification.

The school retains certificates for one year, after then they are destroyed in a confidential manner. A record of any certificates which are destroyed is retained for 4 years from their date of destruction.

13. POLICY LINKS

- Equality and Diversity Policy
- Accessibility Plan
- AI Policy
- Data Protection Policy
- Complaints Policy
- Safeguarding Policy

APPENDIX 1**EXAMINATIONS RESILIENCE AND CONTINGENCY****PURPOSE OF THE PLAN**

This plan examines potential risks and issues that could cause disruption to the exams process at Lady Manners School. By outlining actions/procedures to be followed 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 2024).

This plan also confirms Lady Manners 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 ensure that Lady Manners School has a contingency plan to enable the prompt handling of urgent issues, and responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile phone 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. The head of centre will 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 may be absent at a critical stage of the examination cycle, main duties and responsibilities will be disseminated appropriately to senior leaders.

CAUSES OF POTENTIAL DISRUPTION TO THE EXAM PROCESS

1. Examination 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 and trained

Entries

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

Pre-exams

- 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 e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required 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:

- Line Manager, Deputy Headteacher to liaise with Information Services Officer over entries
- Line Manager, Deputy Headteacher to liaise with Middle Leaders and Year Leaders over all aspects of pre and post exam administration

- Senior Invigilator to liaise with Deputy Headteacher regarding exam time issues, potential malpractice, or other issues within the examination room.

2. SENDCo extended absence at 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
- 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:

- Access arrangements assessor to liaise with Examinations Officer over SENDCo absence.

3. Teaching staff extended absence at a critical stage in the exam cycle

Criteria for implementation of the plan:

Key tasks not undertaken including:

- Early/estimated entry information not provided to the Examinations Officer on time; resulting in pre-release information not being received
- Final entry information not provided to the Examinations 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 submission deadlines

Centre actions:

- SLT Line Manager and Examinations Officer to liaise with remaining teaching staff.

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:

- Recruitment and training are completed well in advance.
- Senior Invigilator and agency staff to cover absences or shortages

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

Criteria for implementation of the plan:

- Examinations 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:

- In an emergency the Main Hall could be utilised for examination purposes
- Lessons could be re-roomed to accommodate examinations

6. Cyber-attack

Criteria for implementation of the plan:

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

Centre actions:

- Follow the school disaster recovery plan for IT.

7. Failure of IT systems

Criteria for implementation of the plan:

- SIMS system failure at final entry deadline
- SIMS system failure during exams preparation

- Power outage immediately prior to or during an on-screen test
- SIMS system failure at results release time

Centre actions:

- Examinations Officer and MIS Manager to liaise with Examination Boards as to appropriate action.

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:

- Liaise with Examination Boards
- The school lockdown procedure would be put in place
- Invigilators to be trained in recognising the alarm system at the centre
- Exam registers to be completed as soon as possible
- Direct communication with SLT and Examinations Officer to be in place

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:

- Headteacher, Governors, SLT to take the necessary action.
- Examinations Officer to contact the examination boards for advice and guidance and to inform them of the circumstances affecting candidate access to the school
- Examinations officer to follow any regulations set by the government and/or examination board following national disruption to candidates' learning
- Examinations Officer to apply for special consideration for the affected candidate

10. Centre may not be able to open as normal during the exams 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:

- Examinations Officer to liaise with Head of Centre and to inform awarding bodies.

- Headteacher and Examinations Officer to explore alternative local venues.
- Headteacher/ Examinations Officer to notify the JCQ Centre Inspection Service of any alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).

11. 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:

- Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

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:

- Liaise with awarding bodies to arrange electronic access to examination papers via a secure external network and secure storage of electronic files.

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:

- Scripts remain securely stored in exams office or Examinations Officer transports them to the Post Office by collection by Parcelforce.
- Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, contact the relevant awarding bodies for advice and instructions
- For any examinations where we make our own collection arrangements, investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.

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 bodies

Centre actions:

- Where applicable, electronic controlled assessment to be stored on the school's server
- Examinations Officer to contact awarding bodies for advice and guidance.

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

Criteria for implementation of the plan:

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

Centre actions:

- Examinations Officer to contact awarding bodies for advice and guidance
- Arrange for an alternative location for distributing results if the school is inaccessible
- Email system set up for emailing results if the school is inaccessible
- Communication with parents/carers and students

16. Centre evacuation

An emergency evacuation of the examination room is required

Centre actions:

- Invigilators trained in evacuation procedures
- Changes to the normal evacuation procedure communicated to the school
- Evacuation procedure available in the exam room

17. Student unable to sit examinations

Criteria for implementation of the plan:

- National disaster (e.g. lockdown)
- Student disability

Centre actions:

- Ensure mock papers are retained under the requirements of Ofqual
- Make necessary applications to JCQ ensuring compliance with the all aspects of the Equality Act 2010



Lady Manners School

APPENDIX 2

Assessment and Internal Verification Policy for BTEC Courses

Aim

- To ensure that the assessment methods are valid, reliable and do not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is transparent, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions

This policy is to maintain a standardised approach across all units throughout the BTEC course to ensure that:

- Students are provided with assignments that are fit for purpose
- Students are provided with clear and published dates for assignment and assessment deadlines
- Students are informed of where they are in their learning within the framework of the qualification, their expected end point and how they can meet or exceed the expectations set by the school
- Students take part in the assessment process by evaluating their own progress and are able to identify skills which will improve their learning
- Subject teachers use the outcomes of student assessments to plan and structure the learning to support each student in working towards their targets
- Subject teachers assess and report on all aspects of student learning including levels of attainment and engagement in learning
- Subject teachers share good practice and have a clear understanding of the BTEC assessment methodology
- Assessment practices meet the BTEC assessment requirements and are impartial, valid and reliable
- Accurate and detailed records of assessment decisions and internal verification are retained
- A robust and rigorous internal verification procedure feeds into external verification as required by the awarding body

Roles and Responsibilities

- Form Tutors, Year Heads and Middle Leaders will monitor broader student learning and, in partnership with the subject teacher, will provide support and intervention to ensure that all students have the opportunity to reach the expectations set by the school
- Subject teachers will set and mark the assessments against the BTEC criteria and awarding body requirements
- Subject teachers will provide feedback and areas of improvement to the students in line with the awarding body requirements
- The Lead Internal Verifier (LIV) will monitor the standardisation process of marked assignments and ensure the quality of assessment and assignment briefs

Approach

The subject staff will follow the processes set out below:

- Students will be given a specified time frame to complete a written assignment.
- Late work submitted after the original submission date will be classified as a missed deadline. This will be logged.
- Submission dates are indicated on the assignment briefs.
- Extensions may be given for extenuating circumstances (arrangements will need to be discussed with the subject teacher and LIV will need to authorise this in line with the rules set out by the awarding body).

If a student submits a referral, a cause for concern meeting will be requested. This meeting must be attended by the student, the LIV and subject teacher. The LIV may authorise a re-submission if:

- the learner has met all the initial deadlines
- the teacher judges the learner will be able to provide improved evidence without further specific guidance
- the assessor has authenticated that the original work submitted was the learner's own work

A new submission date will be set 10 working days after the student receives the original assessment decision or subject to awarding body timescales.

The Assessment Process

- Subject teachers will clearly exemplify the standards in a format that is accessible to all so that students can access the learning objectives.
- Subject teachers will share assessment criteria and mark schemes with students.
- Subject teachers will use a range of formative, diagnostic and student peer and self-assessment to inform students of their progress.
- Subject teachers will use homework and independent learning to support consolidation of knowledge.
- Students will be exposed to a range of types of assessment that develop different learning skills.
- Through the variety of briefs, students will have the opportunity to present their work in a range of formats and through different media; paper, electronic, oral (through presentations – assessed using observational records).
- Students will be made aware of the importance of the assignment briefs and their relevance to the overall certification.
- Course information will be shared at the start of the course to outline the BTEC assessment plan, the marking criteria and support materials.

Feedback to learners

General Marking Policy

- Students should know that their work is valued and that their efforts will be acknowledged.

- Students should know how a piece of homework or classwork is to be marked and how they are required to respond as a result of the feedback obtained.
- Students should know how an assignment is to be marked and how they are required to achieve the criteria prior to attempting the work.

Roles and responsibilities

- Subject teachers are responsible for indicating to students which pieces of work will be marked and how it will be marked.
- Middle and Senior Leaders are responsible for monitoring the quality of marking and its impact on student progress.

Whilst learners are working on an assessment, subject teachers can give general group feedback and support, particularly around the development of knowledge, understanding and skills.

Feedback could include:

- Guidance on how to approach the knowledge and skills requirements
- Confirmation of deadlines
- Confirmation of which criteria the assessor is targeting and clarification of the assignment brief requirements

Following submission

On the assessment record, assessors should give clear feedback on:

- the criteria the learner achieved (explaining the assessor's decisions)
- the criteria not achieved (and why) although advice on how to improve the assessment must not be included

Feedback could include:

- Which assessment criteria the learner has achieved and what the learner has done well
- Which assessment criteria the learner has not achieved and what was missing
- Information or guidance available to the learner they could have drawn upon (e.g. class notes; handouts; resources within the assignment brief)
- General approach and grammar

Students will be informed of assessment outcomes via a tracking sheet which is held centrally.

Internal Verification

- The Internal Verifier is at the centre of quality assurance in all BTEC programmes to meet national standards.
- Internal Verifiers will have the knowledge and qualifications relevant to the vocational qualification for which they are responsible to enable accurate judgements to be made.
- Internal Verification will be carried out against the national standards and will include:
 - Carrying out and evaluating internal assessment and quality assurance systems
 - Supporting assessors

- Monitoring the quality of assessors' performance
- Meeting external quality assurance requirements
- Maintaining a tracking document to record assessment

Implementation of Internal Verification

Verification of Assignment Briefs:

- The assessor will write the assignment brief
- The LIV will check the assignment is fit for purpose and that it incorporates;
 - programme details and unit
 - a deadline for the assessment
 - a time frame for the assessment
 - assessment criteria
 - task mapping against the criteria
 - relevance of the tasks set
 - evidence the learner needs to generate
 - vocational context
 - presentation requirements
- The LIV will suggest remedial action before a brief is issued
- The assessor and the LIV will confirm actions have been met
- The brief will be signed and dated by LIV
- The brief will be distributed to students

Verification of Assessment Decisions:

- Students' work will be marked by the assessor
- The LIV will sample assessed work across the grade range
- The LIV will give feedback to the assessor on the awarding of criteria, accuracy, the feedback to the learner and the grading decision. If remedial action is needed, this will be discussed and allocated a timeframe for review.
- The LIV will follow up action recommended ensuring high quality standards are being met and maintained.
- The LIV will sign off the assessment decisions form, once satisfied.
- The LIV will initial and date the 'IV Schedule-Assessment Decisions' form to indicate document sampling.

The Internal Lead Verifier will have responsibility for the above, overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).



Lady Manners School

Registration and Certification Policy for BTEC Courses

Aim

- To register individual learners to the correct learning programme within the awarding body timescales
- To claim valid learner certificates within the agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, Lady Manners School will:

- Ensure centre approval is requested and granted for required programmes
- Register each learner on the correct programme within the awarding body requirements
- Ensure the Middle Leader checks the registration of learners
- Advise learners of the programme they are registered on
- Advise learners of the estimated completion date
- Report results to the awarding body by the awarding body deadline for learners completing at the end of the academic year
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that prior attainment is considered for students who transfer to the school mid-course
- Ensure that certificate claims are timely and are based on accurate internally verified assessment records
- Audit certification claims made to the awarding body
- Check that all certificates received from the awarding body are accurate and complete
- Provide traceable audit of students having received their certificate
- Keep all records safely and securely for three years post certification

Approach

Verification of courses and learner entry:

- The Middle Leader will verify with the awarding body that the course is available for study at KS4/5
- The Deputy Headteacher will give course approval for KS4/5 courses to be run in school
- The examinations officer will produce entry lists for the Middle Leader to verify
- The examinations officer will enter the learners for the correct course in accordance with the deadlines provided by the awarding body
- The examinations officer will provide a final learner entry copy to the Middle Leader for verification

Transfers and withdrawals

- Students transferring to another provider or transferring to the school mid-course, will have prior attainment and assessment taken into consideration, where applicable

- Where applicable, certificated units will be transferred to the new provider
- Withdrawals will be subject to agreement with the Deputy Headteacher, parents/carers and the Middle Leader
- The examinations officer will withdraw candidates in accordance with the awarding body guidelines

Certification

- Certification of assessments will be verified by the Lead Internal Verifier (LIV) in accordance with the Assessment policy for BTEC Courses
- The LIV will liaise with the examinations officer to ensure accurate application for certification
- An audit trail of certification claims and certificates received will be held by the examinations officer
- Any amendments or inaccuracies will be acted upon in accordance with the awarding body guidelines
- Students will sign upon collection of their certificates

The school examinations officer will have responsibility for the above, in conjunction with the Lead Internal Verifier and overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This document should be read in conjunction with the Examinations Policy, The Internal Appeals Procedure and the Assessment Policy for BTEC Courses.

APPENDIX 3**PART 1****EXAMINATION APPEALS PROCEDURE – POST RESULTS SERVICES, ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATION**

Any appeals relating to post results services or centre decisions regarding access arrangements and special consideration will be dealt with as follows:

- Requests for an appeal must be in writing and clearly state the grounds on which the appeal is being made
- School will acknowledge receipt of the request within [2] working days
- The concern will be referred to a Deputy Headteacher for review
- The Deputy Headteacher will review the appeal against the relevant JCQ guidance and evidence collected in school in order to determine whether the relevant JCQ guidance has been complied with
- School will inform the appellant of the outcome of the appeal in writing within a reasonable period of time taking into account all the information to be considered and any examination board deadlines

PART 2**EXAMINATIONS APPEALS PROCEDURE - NEA DECISIONS****1. Background**

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

After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. That is beyond the control of Lady Manners School and is not covered by this procedure. If a student has concerns about this, a copy of the appeals procedure for the relevant examinations board should be obtained from the Exams Office.

2. The Appeal Procedure

Students may appeal if they feel their NEA has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.

Lady Manners School will:

1. ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
3. inform candidates that they may request copies of materials (generally as a minimum, a copy their marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
4. having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) normally within 5 working days
5. inform candidates they will not be allowed access to original assessment material unless supervised
6. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
7. provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing.
8. allow time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
9. ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review
10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
11. inform the candidate in writing of the outcome of the review of the centre's marking

The outcome of the review of the centre's marking will be made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

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

This procedure is available from the Examinations Office and is available to students and parents/carers on the school website.

APPENDIX 4**WORD PROCESSOR POLICY**

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
Access arrangements assessor	Rebecca Fox Claire Wilson
Examinations Officer	Lisa Adamsby
Senior leader(s)	Jo Picknell
IT manager	Chris Carroll

This policy is part of the examinations policy and 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 AARA and ICE relate to/are directly taken from the [Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications](#) and [Instructions for Conducting Exams \(ICE\) – Joint Council for Qualifications](#) publications.

Introduction

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

(AARA 4.2.1) The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The centre must make decisions on appropriate access arrangements for its students. Although professionals from other organisations may give advice, they cannot make the decision for the school. It is the responsibility of the SENDCO to make appropriate and informed decisions based on the JCQ regulations.

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

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

(AA 4.2.1) The Additional Learning Support lead/SENDCo must ensure that the proposed access arrangement/reasonable adjustment does not disadvantage or advantage a candidate.

(AA 4.2.7) The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

Purpose of the policy

This policy details how Lady Manners School complies with AARA chapter 4 (Managing the needs of candidates - principles for centres), 5.8 (Word processor) and ICE (14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

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

The criteria Lady Manners School uses to award and allocate word processors for examinations and assessments:

The normal way of working for exam candidates is that candidates handwrite their exams unless there are exceptions.

All students eligible for the use of a word processor have this information stored in the same location as other students with Access Arrangements so that it is easily accessible for teachers, SEND staff and the Examinations Officer.

Exceptions

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

- the candidate may have an approved access arrangement in place, for example the use of a scribe / speech / recognition technology.
- The candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AARA 5.8.1)
- award the use of a word processor to a candidate where appropriate to their needs
- For example, a candidate with:
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly. This may be detailed in an EHCP.
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand
 - poor handwriting (AARA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AARA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AARA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AARA 4.2.3)

- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AARA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AARA 5.8.2)

The centre will not:

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

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

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

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

A candidate using a word processor is accommodated in a separate room, where appropriate.

In compliance with the regulations the centre:

- provides a word processor, with the spelling and grammar check and predictive text switched off, to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of a laptop or tablet before the candidate's exam(s) 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 their centre number, candidate number and the unit or component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22). If a candidate is using 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 their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop or tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)

- instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (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 not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable 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), e-mail, the Internet, social media sites or spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe coversheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe coversheet must be completed)

Portable storage medium

(ICE 14.25)

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

(ICE 14.25)

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 their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

- the centre will also ensure that where an awarding body may require a word processor cover sheet, this is with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26]
- the centre may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

Allocating 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 Examinations 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 set the exam earlier than or later than the awarding bodies published start time.

The security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7.

Appendix 4a

The criteria Lady Manners School uses to award and allocate word processors for examinations

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

All students eligible for the use of a word processor have this information stored in the same location as other students with Access Arrangements so that it is easily accessible for teachers, SEND staff and the Examinations Officer.

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 the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

This may 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. This information may be detailed in an EHCP.
- a medical condition
- a physical disability
- a sensory impairment
- Students with the above needs usually have advice from a specialist or GP to validate their condition.
- planning and organisational problems when writing by hand
- poor handwriting
- Students with poor handwriting or slow handwriting are assessed for typing and handwriting speed using LUCID Exact to ensure that their typing speed is comparable or exceeds their writing speed.

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 Middle 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 Examinations 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 5

Non-Examination Policy

Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	Gary Peat
Quality assurance lead/Lead internal verifier	Jo Picknell
Senior leader(s)	Jo Picknell / Curriculum Leaders
SENDCo / staff member responsible for access arrangements	Claire Wilson
Examinations Officer	Lisa Adamsby

What does this policy affect?

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

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)
- 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'. (JCQ's **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 for non-examination assessments
- manage risks associated with non-examination assessments

The policy will need to cover all types of non-examination assessment. ([NEA](#), section 1)

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. ([NEA](#), section 1)

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

The basic principles

Head of centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of [NEA](#)
- Ensures the centre's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment
- 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.

Curriculum Leaders

- 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 Examinations 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

Examinations Officer

- Signposts the annually updated JCQ [NEA](#) publication 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 the correct task is issued to candidates

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 and it must be possible to attribute assessable outcomes to individual candidates
- 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 *Information for candidates'* documents

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 writing frames 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 augmented 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
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

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 all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and 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 (Reminds candidates of the contents of the JCQ document *Information for candidates – Social Media*)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking - externally assessed components**Conduct of externally assessed work****Subject teacher**

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

Examinations 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 where applicable, according to JCQ *Instructions for conducting examinations*

Submission of work

Subject teacher

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

Examinations Officer

- Provides the attendance register to the subject teacher where applicable
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be dispatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- 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
- Ensures that the package in which the work is dispatched is robust and securely fastened
- Dispatches the work to the awarding body's instructions by the required deadline

Task marking - internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest (**see Appendix 6**) is declared to the relevant awarding body

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

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing 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 of the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

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
- Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the Examinations Officer to 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
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Examinations Officer to 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
- Submits any supporting documentation required by the awarding body/Provides the Examinations Officer with any supporting documentation required by the awarding body

Examinations 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
- Through the subject teacher, submits any supporting documentation required by the awarding body

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
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

Examinations 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

Curriculum Leader

- 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

Examinations Officer

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

Access arrangements and reasonable adjustments

Subject teacher

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

Special educational needs 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 Examinations Officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the Examinations Officer to report loss of work to the awarding body

Examinations 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 where applicable 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: 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 what constitutes malpractice in non-examination assessments](#)
- 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

Examinations Officer

- Signposts the JCQ publication [Suspected Malpractice: 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

Middle Leader

- 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 Examinations Officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Examinations 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

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

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming 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 arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Curriculum Leader

- 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 Examinations Officer to the internal deadline

Examinations Officer

- Accepts contact with the monitor and passes 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

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming 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

Middle Leader

- 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

Examinations Officer

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

Private candidates**Examinations Officer**

- 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)

Curriculum Leader

- 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

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p><i>Records confirm that relevant centre staff are familiar with and follow:</i></p> <p><i>the current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>the JCQ document Notice to Centres - Sharing NEA material and candidates' work -</i></p> <p>www.jcq.org.uk/exams-office/non-examination-assessments</p>	
Candidate malpractice	<p><i>Records confirm that candidates are informed and understand they must not:</i></p> <p><i>submit work which is not their own</i></p> <p><i>make available their work to other candidates through any medium</i></p> <p><i>allow other candidates to have access to their own independently sourced material</i></p> <p><i>assist other candidates to produce work</i></p> <p><i>use books, the internet or other sources without acknowledgement or attribution</i></p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>submit work that has been word processed by a third party without acknowledgement</i></p> <p><i>include inappropriate, offensive or obscene material</i></p> <p><i>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media. Candidates have been made aware of JCQ Information for Candidates relating to coursework and NEAs and JCQ publications relating to the use of AI in assessments</i></p>	
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	
Subject teacher long term absence during the task setting stage	<p><i>See centre's Exam Contingency Plan - Teaching staff extended absence at key points in the exam cycle</i></p>	
Issuing of tasks		
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>Awarding body guidance sought where this issue remains unresolved</i>	
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	
<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	
<p>Candidate does not reference information from published source</p>	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	
<p>Candidate does not set out references as required</p>	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	
<p>Candidate joins the course late after formally supervised task taking has started</p>	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	
<p>Candidate moves to another centre during the course</p>	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
An excluded pupil wants to complete a non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i></p>	
Resources		
A candidate augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ</i></p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>document Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	
Subject teacher not available to sign authentication forms	<p><i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i></p>	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<p><i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i></p>	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i></p>	
Adequate secure storage not available to subject teacher	<p><i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i></p> <p><i>Alternative secure storage sourced where required</i></p>	
Candidates work produced electronically is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i></p> <p><i>access to this material is restricted (insert how)</i></p> <p><i>appropriate security safeguards are in place (insert names/types of protection)</i></p> <p><i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</i></p> <p><i>any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)</i></p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed</i>	
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	<i>A possible conflict of interest (see Appendix 6) is declared by informing the awarding body before the published deadline for entries for each examination series</i>	
An extension to the deadline for submission of	<i>Awarding body is contacted to determine if an extension can be granted</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
marks is required for a legitimate reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Examinations Officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	
Subject teacher long term absence during the marking period	<i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i>	

APPENDIX 6

CONFLICTS OF INTEREST

JCQ requirements:

The Centre 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)

Members of centre staff and exams office staff are asked to complete a yearly conflict of interest declaration. Responses are collected in advance of entry deadlines and the relevant awarding bodies are informed as necessary before the published deadline for entries.

Exams office staff

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 a record of this will be maintained.

In order to ensure the integrity of the exams process the Instructions for Conducting Examinations published by the JCQ will be followed at all times and Lady Manners School will implement the following additional measures

- Where packets of question papers are opened to be split for different examination rooms the requirements of paragraphs 5.2 and 5.3 will be complied with and two members of centre staff will be present
- Where secure electronic materials need to be downloaded, printed and/or collated this will be carried out in accordance with the JCQ requirements, particularly section 4 of the Instructions for Conducting Examinations, and by a member of centre staff who does not have a conflict of interest.

APPENDIX 7**MALPRACTICE POLICY**

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

What are malpractice and maladministration?

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

- a breach of the Regulations, and/or
- a breach of awarding body requirements regarding how a qualification should be delivered, and/or
- a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates, and/or
- compromises public confidence in qualifications, and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

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

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

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

Centre malpractice

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

Suspected malpractice

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

Purpose of the policy

To confirm Lady Manners School:

has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations Lady Manners School will:

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

Preventing malpractice

Lady Manners School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document Suspected Malpractice: Policies and Procedures. (SMPP 4.3)
- This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- General Regulations for Approved Centres 2025-2026
- Instructions for conducting examinations (ICE) 2025-2026
- Instructions for conducting coursework 2025-2026
- Instructions for conducting non-examination assessments 2025-2026
- Access Arrangements and Reasonable Adjustments 2025-2026
- A guide to the special consideration process 2025-2026
- Suspected Malpractice: Policies and Procedures 2025-2026 (this document)
- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications
- Post Results Services June 2025 and November 2025
- A guide to the awarding bodies' appeals processes 2025-2026
- Guidance for centres on cyber security
(SMPP 3.2)

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

In line with JCQ regulations, examination board requirements and the examinations policy students are provided with information and advice to avoid committing malpractice through:

- JCQ candidate information
- Ofqual student information
- Specific guidelines relevant to coursework and / or non-examined assessment provided by the examination board
- Verbal warnings before external examinations
- JCQ signage relevant to external examinations
- Relevant information from the AI policy
- Signing the declaration of authentication to say that all coursework and / or non-examined work is their own work

AI use in assessments

With reference to the JCQ guidance for Teachers & Assessors - AI Use in Assessments: Protecting the Integrity of Qualifications: Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet.

The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments, although care must be taken when a student is allowed to use a laptop or similar device for exams, to ensure they have no access to AI tools.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined

Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). JCQ's guidance is followed in relation to these assessments.

The following JCQ support materials are also used to help teachers understand and prevent AI misuse and to help students to better understand the rules for use of AI in assessments: AI information sheet for teachers, AI poster for students.

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

Identification and reporting of malpractice

• Escalating suspected malpractice issues

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

If malpractice is suspected or reported, it will be investigated by the Examinations Officer and / or a senior member of staff as decided by the Head of Centre. It will then be escalated, if necessary, to the Head of Centre.

• Reporting suspected malpractice to the awarding body

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

malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP 4.5)

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

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the Head of Centre as soon as possible. The Head of Centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Appeals against decisions made in cases of malpractice

Lady Manners School will:

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