Hope Academy

A joint Catholic & Church of England Academy

Examinations Policy

Including Access Arrangements,
Non-examination Assessments,
Appeals Procedures & Contingency Plan

Review and approved	March 2026
Approved by	Governors
Next review due	March 2027

Contents

Statement of Intent 6
Legal framework 6
Principles 7
Definitions 7
Rationale 8
Roles and responsibilities 8
The Governing Board is responsible for: 8
The Head of Centre is responsible for: 8
The Examinations Officer is responsible for: 10
The SENDCo is responsible for: 11
Heads of Department are responsible for: 11
Invigilators are responsible for: 11
The Data Analyst is responsible for: 12
Training of staff 12
Types of assessment 12
Schemes of assessment 13
Internal Examinations 13
Preparing Candidates for examinations 13
Candidate Preparation 13
Candidates preparing for examinations at home 13
Dealing with stress 14
Supporting pupils with SEND 15
Homework 15
Preparing for examinations – the operations 15
Entries, entry details and late entries 16
Estimated Grades 16
Examination Fees 16
Examination timetables 16
Examination materials 17
Invigilators 18
Supervision 18

Other arrangements for pupils 19
Before examinations 19
During examinations 22
Late arrival 22
Leaving the examination room 23
Emergencies during an examination 23
Finishing the examination 24
Internal Assessments 25
Examination results 25
Examination Certificates 25
Conflicts of interest 26
Examination Access Arrangements 26
Identifying pupils' needs 29
Applying for access arrangements 30
Privately commissioned reports 31
Evidencing applications 32
Special Consideration 32
Preparing for an assessment 32
The use of word processors 33
Maintaining records 33
Non-Examination Assessments 34
The basic principles 34
Subject Leaders 34
Procedures for NEAs 35
Task Setting 35
Task Taking 35
Supervision 35
Advice and feedback 36
Resources 36
Word and time limits 37
Collaboration and group work 37
Authentication procedures 38
Presentation of work 38

Keeping materials secure 39
Using work for other purposes 40
Task marking – externally assessed components 40
Conduct of externally assessed work 40
Submission of work 41
Feedback 41
Task marking – internally assessed components 41
Marking and annotation 41
Annotating the work 41
Awarding marks 41
Completing documentation 42
Candidates who submit insufficient or no work 42
Revealing marks to candidates 42
Candidates who request a review of the academy's mark 42
Internal standardisation 42
Submission of work and marks for moderation 43
Carrying marks forward 43
Reusing previous work when retaking a qualification 44
Storage and retention of work after submission and marks 44
Appeals 44
Access arrangements 45
Special consideration 45
Loss of work 46
Malpractice 46
Quality assurance 47
Examination Appeals Procedures 49
Acceptable grounds for appeal 49
Internal appeals process 49
External appeals process 50
Access to Scripts (ATS) 50
Enquiries about results (EARs) 50
Appeals against outcomes of post results services 51
Appeals against malpractice, maladministration or non-compliance 52

Appeals against decisions made in respect of access arrangements, reasonable adjustments and special consideration 52
Complaints Procedure 52
Appendix 1: Examinations Contingency Plan 55
Absence of the Examinations Officer 55
Criteria for implementation of the plan: 55
Centre Actions 56
Absence of the SENDCo 57
Criteria for implementation of the plan 57
Centre Actions 57
Academy closure 57
Criteria for implementation of the plan 58
Centre Actions 58
Disruption of teaching time 59
Criteria for implementation of the plan 59
Centre actions: 59
Distribution of examination papers 60
Criteria for implementation of the plan 60
Centre Actions 60
Candidate unable to take examination 60
Criteria for implementation of the plan 61
Centre Actions 61
Invigilators 61
Criteria for implementation of the plan 62
Centre Actions 62
Examination room 62
Criteria for implementation of the plan 62
Centre Actions 62
ICT systems 63
Criteria for implementation of the plan 63
Centre Actions 63
Transportation of completed scripts 63
Criteria for implementation of the plan 64

Centre Actions 64
Unavailable assessment evidence 64
Criteria for implementation of the plan 64
Centre Actions 64
Disruption in the marking schedule 65
The results schedule 65
Criteria for implementation of the plan 65
Centre Actions 65
Monitoring and review 66
Appendix 2: Word Processor Policy 0
Statement of Intent 0
Legal Framework 0
Purpose of the Policy 0
Allocation of a word processor 0
The use of a word processor 1
Word processing in examinations 1
Printing the script at the end of the exam 2
Monitoring and Review 2
Cyber Security 3
Appendix 3: Exams Roles and Responsibilities 4

Statement of Intent

Hope Academy believes that, to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART.
- Acknowledging achievement.
- Working with other agencies as needed.
- Ensuring that internal non-examination assessments are conducted by members of teaching staff who have the appropriate knowledge, skills and understanding. With strong standardisation and moderation procedures.

We are fully committed to ensuring that education is accessible to all. We recognise that some pupils may require support and additional arrangements to be able to access and undertake examinations without being disadvantaged. This policy outlines the academy's procedures for identifying and applying for access arrangements before an examination and the reasonable adjustments that will be put in place as required.

We are committed to ensuring that all pupils can achieve the examination results that they are capable of. It is the responsibility of everyone involved in the examination processes to read, understand and implement this policy. The purpose of this policy is to ensure the academy has an efficient appeals procedure with clear guidelines for all relevant staff.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- JCQ (2026) 'Instructions for conducting examinations'
- JCQ (2026) 'General Regulations for Approved Centres'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE and Department of Health and Social Care (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- JCQ (2026) 'Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments'
- JCQ (2026) 'A guide to the awarding bodies' appeals processes'
- JCQ (2026) 'Instructions for conducting non-examination assessments'

This policy operates in conjunction with the following academy policies:

- Data Protection Policy
- Child Protection and Safeguarding Policy
- Equality Information and Objectives Statement
- SEND Policy

Principles

Using the principles and processes of assessment, our aims are to:

- Comply with the relevant awarding body's statutory assessment requirements.
- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and provide advice on how to improve.
- Guide the planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about pupils' achievement.
- Provide assessment information to ensure continuity when a pupil changes year group or leaves the academy.

Definitions

The following definitions apply for the purposes of this policy.

Assessment: Activities undertaken by pupils that assess their skills, which:

- Provide information to use as feedback.
- Enable modification of teaching and learning activities to improve achievement.
- Lead to formative or summative feedback regarding a pupil's academic progress.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the academy term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities and examinations which formally assess final achievement at the end of the year.

Individual learning plans (ILP): A plan which shows how a pupil will get from their starting point on a learning journey, to the desired end point.

Feedback: A strategy which allows teachers to comment upon a pupil's learning objectives and/or success and note where the success criteria were not met or set a suggestion and/or question to encourage further thinking.

Rationale

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Schemes of assessment also inform whole academy objectives and training. Assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at a pupil, class or whole academy level.

Regular reviews will take place, and plans will be communicated and actioned at all levels, to ensure a successful assessment process.

The academy's chosen assessment frameworks will be free from bias, stereotyping, generalisation and discrimination.

The academy's assessment procedures will take account of pupils' additional needs and SEND, and the progress of different cohorts of pupils is analysed to ensure that the needs of individuals and specific groups are met.

Roles and responsibilities

The Governing Board is responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Reviewing this policy on an annual basis, in conjunction with relevant members of staff.

The Head of Centre is responsible for:

- Ensuring this policy is adhered to consistently across the academy.
- Familiarising themselves with relevant guidance from awarding bodies and the JCQ.
- Ensuring staff are supported and appropriately trained to undertake their duties in relation to examinations and assessments.
- Ensuring staff with responsibilities relating to assessment and examinations meet internal and external deadlines.
- Advising parents that they must not contact awarding bodies directly and that all queries must be directed to the academy.
- Handling complaints regarding this policy in line with the academy's Complaints Procedure Policy.
- Ensuring that the examination arrangements are compliant with the Equality Act 2010 and that no candidate is discriminated against.

- Ensuring that access arrangements and reasonable adjustments are based on firm evidence of a barrier to assessment and adhere to JCQ guidelines and those of the relevant examination board.
- Ensuring that a person appointed to facilitate an access arrangement or reasonable adjustment is a responsible adult, appropriately trained and fully understands the rules of the arrangement.
- Reviewing the marking of all new internal markers, to ensure standards are satisfied.
- Appointing an appropriate subject leader for each subject that involves non-examination assessment.
- Ensuring that the academy's internal appeals procedures clearly detail that the appeals procedure is to be followed by candidates and parents appealing against internally assessed marks.
- Ensuring the correct conduct of non-examination assessments, which complies with JCQ and awarding body subject specific instructions.

In relation to formal examinations, the Head of Centre is responsible for ensuring the academy:

- Complies with relevant guidance from awarding bodies and the JCQ.
- Takes all reasonable steps to maintain the integrity of the examinations and assessments, including the security of all assessment materials.
- Delivers qualifications, as required by the relevant awarding body, in accordance with relevant equality legislation.
- Enables relevant staff to receive appropriate training and support to facilitate the effective delivery of examinations and assessments and ensure compliance with the published JCQ regulations.
- Manages conflicts of interest in line with this policy.
- Follows the Examination Contingency Plan as and when required.
- Follows the Child Protection and Safeguarding Policy.
- Plans to receive, check and store examination materials safely and securely for as long as required.
- Plans to receive and issue material received from the awarding bodies to staff and pupils and notify them of any advice and instructions relevant to the examinations and assessments.
- Allows pupils access to relevant pre-release materials, on or as soon as possible after the date specified by the awarding bodies.
- Cooperates with any monitoring visits from the JCQ or awarding bodies.
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments.
- Has a workforce that is able to deliver the examinations and assessments.
- Provides fully qualified teachers to mark non-examination assessments.
- Has arrangements in place to coordinate and standardise all marking of academy assessed work.
- Enables pupils to receive sufficient and up-to-date laboratory experience, or relevant training where required by the subject concerned.
- Complies with local health and safety rules.

- Provides the relevant contact information to awarding bodies and responds to the National Centre Number Register.

The Examinations Officer is responsible for:

- Familiarising with, and following, relevant guidance from awarding bodies and the JCQ.
- Carrying out all necessary duties as directed by the head of centre.
- Advising the SLT, subject teachers and relevant support staff on annual examinations timetables and procedures as set out by the relevant awarding bodies.
- Providing and confirming detailed data regarding estimated entries
- Maintaining systems and processes to support the timely entry of candidates for the examination series.
- Producing and distributing, to all candidates and centre staff, an annual calendar for all examinations in which candidates will be involved and communicates with staff concerning deadlines and events, including any potential clashes.
- Ensuring that candidates and their families are informed of and understand those aspects of the examinations timetable that will affect them.
- Ensuring that teaching staff complete the relevant internal assessments on time in accordance with JCQ guidelines. Submitting assessment grades and assessment work along with any other material required by the awarding bodies correctly and on schedule, in collaboration with the subject teachers.
- Ensuring that the academy collects and interprets assessment data.
- Receiving, checking and storing all examination papers, materials and completed scripts in a secure manner and ensure that scripts are despatched in line with the JCQ or awarding body regulations.
- Allows pupils access to relevant pre-release materials, on or as soon as possible after the date specified by the awarding bodies.
- Administering access arrangements and making the applications for special consideration, following the JCQ regulations.
- Implementing systems for identifying, assessing and reviewing ILPs for all pupils.
- Updating the SLT on the effectiveness of the provision, using local, national and academy level assessment data.
- Accounting for income and expenditure relating to examinations.
- Organising recruitment of suitable examination invigilators, to provide a secure environment for the conduct of examinations.
- Cooperates with any monitoring visits from the JCQ or awarding bodies.
- Responding to queries about any appeals process.
- Liaising with candidates and their parents when an internal or external appeal is submitted.
- Ensuring moderating standards are maintained and effective.
- Processing all internal appeals and establishing the next course of action from each.
- Handling any disputes in accordance with appeals.

The SENDCo is responsible for:

- Determining appropriate arrangements for pupils with SEND and liaise with the examinations officer to ensure that support is in place.
- Coordinating and administering of access arrangements and support for pupils with SEND.
- Reviewing relevant ILPs and managing statutory assessment for pupils with SEND.
- Leading on the process for identifying and securing access arrangements and reasonable adjustments.
- Working with teaching and support staff and the examinations officer to ensure approved arrangements are in place for all examinations.
- Working with teaching staff to identify the most appropriate published format of modified papers to enable the candidate to access examinations.
- Working with specialist advisory teachers, educational psychologists and medical professionals where appropriate.
- Ensuring that the proposed access arrangement or reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Heads of Department are responsible for:

- Accurately checking entry and mark sheets and adherence to deadlines set by the awarding bodies and advised by the examinations officer.
- Maintaining accurate pupil records for internal assessments including mark sheets and declaration sheets.
- Ensuring that the department deliver the syllabus and that candidates are prepared for the entire scope of the examination.
- Reporting progress to parents.
- Contributing to ILPs, as required.
- Ensuring that markers within their department are familiar with the grade boundaries, marking criteria and high standards of consistency that they are expected to use when internally marking work.
- Offering guidance and training to internal markers as required.
- Monitoring the effectiveness and consistency of marking within their departments and addressing any issues promptly.

Invigilators are responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ, including but not limited to Instructions for Conducting Examinations.
- Ensuring all pupils have an equal opportunity to demonstrate their abilities, for example making sure no additional notes are brought into the examination room.
- Ensuring that candidates confirm and sign their scripts.
- Ensuring the security of the examination materials during examinations.
- Preventing and reporting possible pupil malpractice.

- Preventing possible administrative failures.

The Data Analyst is responsible for:

- Preparing and presenting reports to the SLT, outlining the results achieved compared to expected grades and previous comparable data.
- Preparing statistical data for the LA and DfES.
- Preparing statistical information for the press on results day.

Training of staff

Teachers and classroom support staff will be provided with a copy of this policy as part of their induction and are informed of any changes to this policy.

All teachers and classroom support staff will be trained to identify pupils potentially at risk of not meeting their expected targets, so that the appropriate support can be put in place for these pupils.

Teachers and classroom support staff will receive regular and ongoing training as part of their development.

Invigilators will be given appropriate training, and a record of this training is kept.

Types of assessment

The statutory tests and qualifications offered at this centre are decided by the head of centre, head of department and the SLT.

The statutory tests and qualifications offered include but may not be limited to.

- GCSE's
- OCR Nationals & Technical Awards
- WJEC Technical Awards
- Vocational
- NCFE Technical Awards (Cache)
- Entry Level Certificate
- B-TEC Level 2 Technical Awards
- ICDL

The subjects offered for these qualifications in any given academic year can be found in the academy's published prospectus for that year and on our website. If there has been a change to the syllabus from the previous year, the examinations officer must be informed by the end of the summer term.

At Key Stage 4 all candidates will be entitled and enabled to achieve an entry for qualification from an external awarding body.

Teachers will provide regular opportunities for pupils to assess their own work and the work of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement.

Schemes of assessment

The following scheme of assessment will be implemented at the academy:

Summative assessments will be used to assess what a pupil can do at a particular point in their learning journey, and their performance can be measured against age related expectations. We will utilise the following formal summative assessments:

Internal Examinations

We will conduct internal mock, examinations and assessments that are to be carried out in line with the assessment calendar. All internal examinations will be conducted under the same conditions as if they were external examinations as set out by the JCQ regulations. The series to be used will be decided by the head of department and communicated with the examinations officer. The centre will offer on demand assessments if required but these must be scheduled during a period agreed with the head of department and subject SLT Line Manager.

Preparing Candidates for examinations

The preparation before the examinations is critical to the success of candidates during the examination period. There are several principles that as an academy we are committed to, providing our students with the best platform to complete their assessments.

Candidate Preparation

Teaching staff will encourage candidates to think critically and ask questions about their learning materials.

Teaching staff will ensure that examination preparation techniques and methods consider a variety of learning styles, and that individual candidates are supported to find methods of revision and memorising that work for their specific needs and learning style.

Teaching staff will encourage candidates to evaluate their peers' work and share their methods and viewpoints with their fellow candidates.

Teaching staff will spend time in lessons going through previous examination papers with pupils and communicating techniques which will help during examinations, such as re-reading questions and underlining important words or phrases. Candidates will be given past papers and comprehensions to complete as homework.

Teaching staff will help pupils to plan their revision using a revision timetable and identify the areas that they should focus their revision time on.

Candidates preparing for examinations at home

Parents and carers will be provided with guidance from the academy throughout the year, which includes the importance of.

Attending Parent's evenings

Meetings with teachers will be used to discuss the progress of candidates and their expectations of examination outcomes. Teachers and parents/carers will be able to discuss any necessary support that may be required to ensure that candidates achieve to the best of their ability.

Healthy Lifestyle

Eating well, drinking plenty of water and spending time outdoors will all help with productivity and minimising stressful environments.

Taking regular breaks

Regular break periods during revision sessions will help with productivity and motivation and allow candidates time to refocus.

Discussing lessons and topics

Asking candidates to explain a topic or what they did in lessons that day will help them to recall knowledge, which will improve memory and retention.

Creating a calm environment

The weeks leading up to examinations may be stressful for pupils, so it is important that the atmosphere at home is not high pressured.

Dealing with stress

The academy will ensure that candidates and their parents are provided with the appropriate guidance to support them throughout the examination season. This guidance will outline why it is important to control and ease stress, as well as offer relaxation techniques.

Teachers will be encouraged to set achievable targets to motivate pupils and create less stress and pressure.

Teachers will communicate and encourage the use of relaxation techniques which help with easing anxiety, such as deep breathing and counting. Teachers will also encourage candidates to discuss their anxieties with a trusted adult or the academy nurse.

Teachers will monitor the behaviour of pupils, taking note of any concerns, they have for pupils who may be suffering from stress. Teachers will communicate these concerns to the relevant parties, who may include but not limited to, the academy nurse, pastoral manager or the pupil's parents. Teachers will report any safeguarding concerns that arise to the Designated Safeguard Lead immediately.

Teachers will be aware of the academy's Child Protection and Safeguarding Policy, and act in accordance with this always.

Parents will be encouraged to discuss concerns of stress with their children and communicate any concerns to the pupil's pastoral manager.

Supporting pupils with SEND

For pupils with SEND, additional support from the academy will include:

- Support for the pupil's teacher from the SENDCo to help them fulfil the pupil's needs.
- Additional educational one-to-one support for the pupil, in accordance with the academy's SEND Policy.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Education, Health and Care plan (EHC) for the pupil.
- Professional mental health recommendations regarding medication.
- Family support and/or therapy upon the recommendation of mental health professionals.

Teachers will provide pupils with SEND with the necessary support to ensure that they achieve to the best of their ability.

The head of centre, SENDCo and teachers will offer meetings to parents of pupils with SEND, so that progress can be discussed.

Reasonable adjustments for pupils with SEND will be made to revision scheduling and planning. Teachers will make reasonable adjustments to revision techniques to support pupils with SEND, such as incorporating more visual methods for example, timelines. Teachers will be aware of the Special Educational Needs and Disabilities (SEND) Policy and act in accordance with this at all times.

Homework

Depending on the year group, homework will be given regularly to meet the needs of the relevant specification.

The amount of homework set for pupils will likely increase in the run up to examinations. Teachers will encourage pupils to ask for support if they are struggling with their workload and offer advice on time management and organisation.

Homework tasks are set in line with curriculum objectives and age-related expectations for each year group and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

Preparing for examinations – the operations

There is a lot of planning that goes into delivering a successful examination series. Certain tasks must be completed by deadlines to provide a smooth passing of the session.

Entries, entry details and late entries

Candidates or parents/carers cannot request a subject entry, change of level or withdrawal. The centre may accept entries from private candidates. The centre will not act as an examinations centre for other organisations.

Entry deadlines are circulated to heads of department via email and briefing notes. The heads of department must provide estimated entry information to the examinations officer in line with the JCQ and awarding body deadlines. Any entries or amendments made after the above deadlines will require the written authorisation of the subject SLT Line Manager.

Candidates are permitted to retake an examination series if the specification allows decisions on re-sits will be made by the head of department and the Subject SLT Line Manager.

Estimated Grades

Heads of department will submit estimated grades to the examinations officer when requested to meet deadlines set by the respective awarding bodies.

Examination Fees

All fees for GCSE or equivalent initial registration and examination entry fees will be covered by the centre.

Late entry or amendment fees are to be covered by the departmental budget. Candidates or departments will not be charged for changes of tier, withdrawals made by the procedural routes or alterations arising from the administrative processes, provided these are made within the time allowed by the awarding bodies.

Reimbursements may be sought from candidates who fail to attend an examination for which they have been entered and duly notified, or where they fail to meet the necessary coursework requirements.

Candidates must cover the fee for an enquiry about a result, should the centre not uphold the enquiry. See 'External appeals process: Enquiries about results' section of this policy for more details.

Examination timetables

For general qualifications, the published starting time of all morning examinations will be 9:00am, and the published starting time for all afternoon examinations will be 1:00pm. Other timings may apply for vocational qualifications.

Once the examination timetables have been released by the awarding bodies, the examinations officer will create and distribute individual examination timetables for all candidates, as well as a collective timetable for the academy.

Pupils will always be allowed the full amount of time specified for the examination, as per the awarding body's published timetable.

Examination timetables will not be amended for any of the following reasons:

- Work experience
- An academy function
- An academy trip
- Sporting events below international level
- Holidays or weddings
- A pupil's personal arrangements
- Where there are clashes between papers of different awarding bodies or specifications in the same subject

When compiling the timetable, the examinations officer will liaise with the admin manager and other key members to secure a suitable location for the examination to take place. These decisions will be communicated to the site team to ensure that the rooms are set up in a timely manner.

Examination materials

The academy will immediately inform the awarding body if the security of examination materials is put at risk.

Deliveries containing confidential examination materials will be signed for and a log will be kept at the initial point of delivery.

Confidential materials will only be delivered to those authorised by the head of centre.

At the point of delivery, examination materials will be moved to a designated secure room within the academy.

All examination materials will be checked by an authorised member of staff in the designated secure room. The awarding body will be informed immediately if there are any problems, including any of the following:

- It appears that the parcel or one of the packets has been opened during transit
- There are any differences between the material received and the dispatch or delivery note
- The material has been significantly damaged in transit or upon opening
- The material appears not to meet the academy's requirements
- The material has been received in error

Examination materials will only be accessed in accordance with the awarding body's specific instructions.

Only staff members authorised by the head of centre will be allowed to access the academy's secure storage facility.

Any examination stationery, for example answer booklets, will be stored in the secure room.

Mock examinations and internal academy assessments that are stored in the designated secure room will be always kept separately from 'live' awarding body materials and will be clearly identified.

Additional secure rooms will be identified in the academy if the volume of examination materials is too great to be securely stored in one room.

Invigilators

The examinations officer will ensure that there are a supply of suitable invigilators and a lead invigilator available for all internal and external examinations. It is the responsibility of the examinations officer and the HR administrator to ensure that all invigilators secure the necessary Disclosure Barring Service (DBS) clearance. DBS fees for such clearance are at the expense of the centre.

Rates of pay are set by the centre. Invigilators are recruited, timetabled, trained and briefed by the examinations officer.

Supervision

No additional paperwork will be required to permit a pupil to start an examination late, if it follows the relevant JCQ or awarding body regulations. Where this is implemented, late arriving pupils or early departing pupils will be supervised as if the specified starting time had been in place.

Pupils who take an examination earlier than the published starting time will stay under supervision until one hour after the awarding body's original published start time.

Pupils who take an examination later than the published starting time shown on the timetable will be under supervision from 30 minutes after the published starting time for the paper concerned until they begin the examination.

If pupils are taking two or more examinations in a session and the total time is three hours or less, the academy will decide the order in which the pupil will sit them. The academy will give pupils a supervised break of no more than 20 minutes between papers within a session; this will be always conducted within the examination room under formal examination conditions.

If pupils are taking two or more papers timetabled in a session and the total time is more than three hours, including extra time and/or supervised rest breaks, the academy will conduct an examination in a later or earlier session within the same day. No additional paperwork will need to be completed. Prior permission from an awarding body will not be required. The security of the examination will still be maintained.

Long exam days flexibility – Where candidates choose to sit very long exam days, **supervised breaks may exceed 20 minutes** as an alternative to overnight supervision

Overnight supervision arrangements will be organised only in exceptional circumstances and as a last resort. These circumstances may include, but are not limited to, the following:

- When a pupil is entered for multiple examinations (more than three), which are timetabled for the same day, and the total duration of those papers is more than five and a half hours for GCSE examinations, including extra time and/or supervised breaks.

Pupils will not be allowed to take an examination a day earlier than the timetabled date.

The overnight supervision arrangements will ensure that the pupil does not have advanced warning of the content of the examination. This means that the candidate will not meet or communicate with anyone who may have knowledge of the content.

Pupils will be always supervised during examinations.

While being supervised, pupils will not be permitted to have any electronic communication devices, have access to the internet, or be coached by a member of staff.

Other arrangements for pupils

If permitted by the awarding body, pupils may use additional equipment, for example calculators or dictionaries. Any additional equipment will comply with the awarding body's specification. Pupils are responsible for providing this additional equipment, but additional equipment will be provided if necessary.

Reasonable adjustments will be arranged for pupils where necessary, and in line with JCQ guidance and instructions from awarding bodies, for example coloured paper, enlarged print and word processors.

Any pupil suffering from, or suspected of suffering from, an infectious or contagious disease will take the examination in a separate room in which all instructions for conducting examinations can be applied.

Pupils will be provided with a copy of the JCQ's 'Information for candidates' documents prior to any examinations taking place.

Before examinations

The academy will ensure it has the equipment it needs to conduct examinations safely and effectively, including any online examinations, prior to its commencement. Equipment will be checked beforehand to ensure it is in working order. This includes, but is not limited, to the following:

- Tables and/or desks
- Seating
- Clocks
- Whiteboards
- Spare additional equipment, for example calculators and dictionaries
- Computers, where there are online examinations
- Specialist materials, where it has been identified they are required, for example coloured paper

Examination materials, such as examination papers, will not be removed from the secure room and taken to the examination room any earlier than 45 minutes prior to the starting time for the examination.

Once the examination materials have been moved to the examination room, they will not be left unsupervised.

Pupils will be required to be present and waiting silently outside of the examinations room for their examination 15 minutes prior to the timetabled start of the examination.

Once pupils enter the examination room, they will be under formal examination conditions and will remain so until the point they are permitted to leave. Pupils will be told that they are not permitted to talk to, attempt to communicate with or disturb other pupils once they have entered the examination room.

Pupils will be allocated a seat, which will be indicated on the seating plans located outside student services. A seating plan will be available to the awarding body at their request.

Pupils' desks will be a minimum of 1.25 metres away from any other pupil's, in all directions, to prevent pupils from overlooking the work of others.

When possible, for written examinations:

- All pupils will face the same direction.
- Each pupil will have a separate desk. If this is not possible, pupils will be positioned far enough away from one another so that their work cannot be seen, and contact cannot be made between pupils.
- Pupils who are working on a drawing board, set on an easel or another non-horizontal surface will be arranged in an inward-facing circle or in some similar pattern.

An examination is considered as 'in progress' from the time the pupils enter the room, to the time the scripts have been collected.

A register will be completed, in accordance with the awarding body's specification.

Invigilators will be informed of pupils with access arrangements and of the arrangements awarded to pupils.

The examination room will be appropriate for use, with satisfactory heating, lighting, ventilation and levels of noise, whether internal or external, intermittent or continuous.

Any displays that could be of use to pupils, such as providing subject specific knowledge, will not be visible.

Either an analogue or digital clock will be easily visible to each pupil in the examination room. Countdown or 'count up' clocks are not permitted.

A whiteboard, or similar, will be visible to all pupils and will display the following information:

- Academy name
- Subject title
- Examination number
- Actual starting and finishing times of each examination (not official published time)
- The academy's centre number

Unauthorised materials, such as notes or PowerPoint presentations, will not be brought into the examination room; doing so constitutes malpractice which may result in disqualification from the examination.

Before pupils are allowed to start the examination, the invigilators will always:

- Make sure that pupils are seated according to the set seating arrangements.
- Tell the pupils that they must now follow the regulations of the examination.
- Ask pupils to check that they have been given the correct question paper for the subject (unit/component and tier), if appropriate.
- Tell the pupils to read the instructions on the front of the question paper.
- Check that pupils have all the materials they need for the examination.
- Tell the pupils about any misprinting notices.
- Instruct pupils about emergency procedures.

Pupils' personal belongings remain their own responsibility, and the centre accepts no liability for their loss or damage. Pupils will not be permitted possession of any of the following unauthorised items:

- Mobile phones
- Airpods, earphones/earbuds, iPods, MP3/4 players or similar devices
- Watches, smart glasses or any other smart devices

Pencil cases and other stationery holders taken into the examination room will be see through, pencil cases that are not see through will be confiscated by an invigilator until the end of the session.

Unauthorised items will be placed at the front of the examination room out of reach of pupils. A log of such items will be made, although no action will be required if items are confiscated prior to the actual start time of the examination.

Invigilators will also give pupils the following instructions before the examination, where appropriate:

- Hand in mobile phones, watches and any other unauthorised items if you have not already done so. This is your final chance; failure to do so may lead to disqualification.
- Write clearly and in black ink.
- Write your name and surname, candidate number and unit or component code or paper details on your answer booklet(s) and on any additional answer sheet(s) used.
- Fill in any other details as necessary.
- Do all work, including rough work, on examination stationery unless otherwise stated.
- Write your answers in the designated sections of the answer booklet.
- Neatly cross through any rough work but do not make it totally illegible, as it will be forwarded to the examiner.
- Do any rough work for multiple choice papers in the question booklet.

Invigilators will inform pupils of the equipment that they should not use during the examination:

- Correcting pens, fluid or tape.
- Erasable pens.
- Highlighter pens in your answers (although pupils may use them to highlight questions, words or phrases within the question paper or question/answer booklet. Pupils may also use a highlighter pen to highlight extracts in any resource material provided).
- Gel pens in your answers.
- Blotting paper.

During examinations

Invigilators will follow guidance from the JCQ, including the ICE regulations, and the awarding body throughout the examination.

Access arrangements will be carried out in line with JCQ requirements and any other requirements from the awarding body.

Senior members of centre staff, approved by the head of centre and who have not had overall responsibility for the subject department and/or preparing the candidates for the examinations may be present at the start of the examinations to identify and settle candidates, check that the correct paper has been issued, check that candidates have the required equipment and start the examination if required.

Invigilators will supervise the pupils throughout the whole time the examination is in progress and always give complete attention to this duty. If the examination is a practical, subject teachers' availability will be in accordance with JCQ guidelines.

Staff administering and invigilating examinations must not read or review live question papers unless they are responding to and investigating an issue which has been raised by a candidate. They must ensure that papers/answer booklets and on-screen tests are not accessed by anyone other than candidates, including teaching staff, during a live examination.

Invigilators will be vigilant and remain aware of emerging situations, being wary of incidents of malpractice or candidates who need to leave the room. Any disruptive candidates will be dealt with in accordance with JCQ guidelines.

The active examination paper must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to heads of department in accordance with JCQs recommendations.

Incidents of actual or suspected malpractice will be recorded by invigilators.

During a practical examination, if pupils need to move around and if spoken instructions are necessary, they will be limited to those which are essential to achieve the objectives of the examination.

On-screen tests will be conducted in line with JCQ guidance and the guidance of the awarding body. This includes any 'on demand' assessments, including certain functional skills assessments.

Late arrival

The attendance officer and pastoral manager will ensure that candidates who have not arrived for their examinations are contacted and encouraged to attend. This will be done in collaboration with the examinations officer and the lead invigilator.

Pupils who arrive after the start of the examination, will be allowed to enter the examination room and sit the examination, this is entirely at the discretion of the academy in consideration with the examinations officer and the lead invigilator.

If a pupil arrives late, they will be allowed the full time for the examination.

A pupil will be considered 'very' late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, after 10:00am for a morning examination or after 2:30pm for an afternoon examination.

For examinations that last less than one hour, a pupil will be considered very late if they arrive after the awarding body's published finishing time for the examination.

Where a pupil arrives very late for an examination, the academy will**:**

- Send the script to the awarding body/examiner in the normal way.
- Follow the reporting procedure of the relevant awarding body.
- Warn the pupil that the awarding body may not accept their script.

The academy will provide the following information on the form:

- The reason the pupil arrived late, including any details of special arrangements made for the pupil to reach the centre.
- The actual starting and finishing times of the examination.
- The time the pupil started the examination.
- The time the pupil finished the examination.

Leaving the examination room

For examinations that last one hour or more, pupils will stay under supervision until 10:00am for a morning examination or 2:30pm for an afternoon examination, one hour after the published starting time for that examination.

For examinations that last less than one hour, pupils will be supervised, and question papers will be kept in secure storage until the published finishing time of the examination.

Pupils who are allowed to leave the examination room temporarily will be accompanied by a member of staff, this member of staff will not be the pupil's subject teacher or a subject expert for the examination in question, unless under extreme circumstances this accompanying member of staff should be an invigilator. Those pupils may be allowed extra time at the discretion of the academy, to compensate for their temporary absence.

If permitted by the awarding body, pupils who have finished their work may be allowed to leave the examination room early; the pupils will hand in their work before they leave the examination room. Those pupils will not be allowed back into the room.

Emergencies during an examination

If an emergency, such as a fire, occurs during an examination, invigilators will:

- Stop pupils from writing.
- Await confirmation from the examinations officer or site manager (unless the fire is visible)

- Collect the attendance register (to ensure all pupils are present) and evacuate the examination room.
- Advise pupils to leave all question papers and scripts in the examination room.
- Tell pupils to close their answer booklets.
- Inform pupils to leave the room in silence.
- Ensure that the pupils are supervised as closely as possible while they are out of the examination room, to make sure there is no discussion about the examination.
- Make a note of the time and duration of the interruption.
- Allow pupils the full remaining working time set for the examination.
- Make a full report of the incident and of the action taken and send to the relevant awarding body.

If there are only a few pupils, the invigilator will consider the possibility of taking the pupils, with question papers and scripts, to another place to finish the examination if it is safe to do so.

Finishing the examination

At the end of the examination, pupils will be told to stop writing.

Pupils will be informed that they will still be under examination conditions until they have left the examination room and are expected to act accordingly.

Pupils who arrived late, and who were allowed the full working time to complete the examination, will be allowed to complete the examination.

Pupils granted extra time and/or supervised rest breaks will be allowed to carry on uninterrupted for the necessary additional time.

Where an answer booklet is used, pupils will be asked to check that the necessary information, has been written on the answer booklet, as well as any additional paper. Pupils will also be asked to check their answers are correctly numbered and that any loose answer sheets are placed inside the answer booklet.

Invigilators will:

- Collect all the examination materials before pupils are allowed to leave the examination room.
- Check that there is an answer sheet for every pupil marked as present on the attendance register.
- Check that the names on the scripts match the details on the attendance register (except for CCEA examinations).
- Put the examination materials in the order shown on the attendance register.
- Check that pupils have used the correct academy name, centre number and candidate number.
- Give the examination materials to the person responsible for despatching them to the awarding body, who will send them as specified by the relevant awarding body.

Scripts will be packed in line with JCQ guidance.

Internal Assessments

Internal assessments include coursework, controlled assessments and BTEC assessments.

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

It is the responsibility of the head of department to ensure that all sample work is ready for immediate despatch at the correct time, the examinations officer will keep a record of work that has been sent, the date sent and to whom.

Marks for internally assessed work are provided to the examinations officer by the head of department.

Heads of departments must ensure that candidates work is stored securely until after the deadline for EARs (normally the 25th of September). Candidates must not make amendments to their work during this period. The examinations officer will notify heads of departments when the deadline has passed and therefore the work can be distributed to candidates or disposed of.

Examination results

Candidates will receive individual result slips on results day, either in person at the academy or if pre-arranged with the examinations officer by email to their nominated email account.

Results can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. Candidates will provide a letter to this effect, and it must be arranged in advance with the examinations officer.

Arrangements for the academy to be open on results days will be made with the premises manager by the head of centre and the examinations officer. The provision of staff available on results day is the responsibility of the head of centre.

Enquiries about Results (EARs/Appeals) may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates. Students will provide consent to the centre when collecting results. If a candidate wishes to request a re-mark, then this request must be made in writing to the examinations officer.

The examinations officer will make available to every pupil on results day an up-to-date table showing the fees and deadline dates for the appeal service as set by the awarding bodies. Each pupil will also be given a copy of an appeal request form.

The appeals process and procedures are discussed in more detail in the 'Examination Appeals Procedures' section.

Examination Certificates

Candidates will be notified when their certificates are ready to be collected. Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate, and that they show suitable identification to confirm their details. The Centre will retain certificates for 12 months.

Conflicts of interest

Conflicts of interest will be managed by informing the awarding bodies, before the published deadline for entries, of:

- Any members of staff who are taking qualifications at the centre which include internally assessed components or units.
- Any members of staff who are teaching and preparing members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family, for example, child, for qualifications which include internally assessed components or units.

Records will be maintained of all instances where:

- Staff involved in examinations have members of their family, close friends or their immediate family being entered for examinations and assessments either at the centre itself or other examination centres.
- Staff are taking qualifications at the centre which do not include internally assessed components or units.
- Staff are taking qualifications at other centres.

The head of centre will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Examination Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, for example, SEND or temporary injuries, to access the assessment and demonstrate what they can do without changing the demands of the assessment. Access arrangements are the main way through which the academy will make reasonable adjustments, in line with its duties under the Equality Act 2010.

A **reasonable adjustment** is where reasonable steps are taken to overcome a substantial disadvantage that a candidate who is disabled faces in comparison to a candidate who is not disabled.

There are several access arrangements available to candidate's undertaking examinations at the centre. These include but may not be limited to.

Access Arrangement	What is it?	Criteria
Scribe	A trained adult who writes for the candidate.	A candidate who has a physical disability where his/her

		handwriting is illegible, or they have slow writing speed.
Reader	A trained adult who would read the question and any relevant text, except for Section A of an English GCSE examination, for the candidate.	A candidate has a standardised score of 84 or less in a test delivered by a specialist teacher.
Prompter	A trained adult can prompt with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.	A student who persistently loses concentration or focus and is not aware of the time. A student who suffers from colour blindness. For example, coloured graphs in Geography examination.
Modified Papers	Individually prepared papers for candidates ordered in advance.	Candidates for whom other access arrangements are unsuitable.
Laptop	Access to a laptop in subjects other than Maths. Spelling and grammar checks should be disabled.	Candidates who have a slow speed of handwriting, illegible handwriting or planning and organisational difficulties.
Rest Breaks	Candidates are permitted to stop for a short rest break and the time rested is added on to the total examination time at the end.	Candidates who have a disability preventing concentration for long periods of time.
Extra Time	25% extra time is added to the standard examination period to allow the candidate to re-read the questions.	Candidates who have a cognitive processing issue which delays comprehension and ability to make inference on the first reading. Standardised score of 84 or below.
Live Speaker	Reading the contents of the CD at a pace that can be understood and processed by the candidate.	Candidates who have difficulties following speech at a normal speed.
Sign Language or Interpreter	A trained adult who presents the questions in a different language without changing the meaning.	Candidates whose normal way of working required language interpretation. This arrangement

		would require a separate invigilator.
Bilingual Dictionaries	Only to be used by candidates where the first language is not English, Irish or Welsh. The dictionary must be held at the centre to ensure that no revision notes are held in it.	Should reflect the candidate's normal way of working, such dictionaries cannot be used in the English Language examination. 10% extra time is permitted for the candidate to use the dictionary.
Alternative Site	The candidate will sit their examination at a residential address or hospital which is a non-registered centre due to; a medical condition which prevents the candidate from taking the examinations within the academy or social, mental and emotional needs.	The candidate has an impairment which has a substantial and long-term adverse effect giving rise to persistent and significant difficulties or a temporary illness or injury at the time. Written evidence to JCQ is required from the SENDCo in these circumstances.
Practical Assistant	It is not a reader or scribe. The same person may act as a practical assistant, if permission has been given for these arrangements.	The regulations for the use of the arrangements must be strictly adhered to. Candidates with poor motor coordination or severe vision impairment.
Other Arrangements	Amplification equipment. Braillers. Colour naming by the invigilator where the candidate is colour blind. See Prompter. Coloured overlays or coloured paper where an optician has recommended it to reduce visual stress.	Candidates are only entitled to these arrangements if they are disabled within the Equality Act 2010. The candidate is at a considerable disadvantage when compared to other non-disabled candidates undertaking the same assessment and it would be reasonable circumstances.
Exemption	An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components. An indication will be placed on the candidate's certificate to show that not all the assessment	

	objectives were accessible. An exemption will not be granted if an alternative route through a qualification is available to the candidate. Prior application must be made to the examination boards, and the decision is to the examination board's discretion. Agreements will vary according to subjects.	

Identifying pupils' needs

All centre examination staff must ensure that they meet the requirements of any equality legislation. The Equality Act 2010 extends the application of equality to general qualifications. All centre examination staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

A candidate's special needs requirements are determined by the SENDCo and the educational psychologist or specialist teachers. The SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENDCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

Candidates with SEND or a temporary impairment or injury may have several additional needs requiring a range of adjustments which will fall into the following four categories:

- Cognition and learning needs.
- Communication and interaction need.
- Sensory and physical needs.
- Social, emotional and mental health needs.

Candidate's needs will be identified and accommodated for in line with the academy's SEND Policy. The head of centre will ensure effective screening and monitoring systems are in place to enable the SENDCo to gather an appropriately detailed idea of a candidate's needs and normal way of working during Years 7 to 9. Teaching and support staff will be made aware of the referral procedure to the SENDCo where they have concerns about a candidate's development.

Internal academy tests and mock examinations will be used to help identify candidates who need to be assessed for access arrangements and reasonable adjustments. Where a candidate experiences a problem during an examination, the SENDCo will consider if an assessment is necessary.

Arrangements in place for an examination will reflect the candidate's normal way of working and the support normally provided for them within the academy, for example, in the classroom, when working in small groups for reading and writing, and in internal tests and mock examinations. This will not be the case

where there is a late diagnosis of a disability, or late manifestation of an impairment or a temporary injury or impairment; however, the evidence of need will still be required to the same standard as early applications.

Candidate's needs will be assessed by an assessor with the necessary qualifications appointed by the head of centre, in line with JCQ requirements.

The SENDCo will recognise that access arrangements and reasonable adjustments may differ for a pupil depending on each assessment's specification, and arrangements will be considered on a subject-by-subject basis.

Applying for access arrangements

Access arrangements and reasonable adjustments will be applied for by the SENDCo and examinations officer in line with the JCQ guidelines for the relevant academic year. These will be applied for at the start of each course, for example, at the start or during the first year of a two-year GCSE course, based on the academy's knowledge of a candidate's needs and normal way of working.

Where there is a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after a course begins, access arrangements will be applied for as soon as is practicable. Any temporary access arrangement will need to be substantiated with a letter from a doctor or consultant, giving a brief outline of the candidate's condition. The temporary arrangement will last for one examination session. If the impairment continues then updated evidence from medical professionals will be required.

The SENDCo and examinations officer will complete all necessary paperwork and ensure all applications have regard for the relevant examination board's deadline. Where an application is processed after the deadline, for example, due to a temporary injury arising after this date, the SENDCo will ensure the appropriate paperwork is on file and available for inspection. Access arrangements and reasonable adjustments will only be put in place for examinations where they have been approved.

Applications processed and approved online will be valid for 26 months from the date of processing the application. Where the SENDCo believes that access arrangements for a candidate are no longer the candidate's normal way of working within this period, for example, a candidate whose reading has improved to the extent they may no longer meet the examination board criteria for a reader, they will consider whether it is appropriate to withdraw permission for it. Where permission is withdrawn, written confirmation will be sent to the candidate's parents.

A candidate will have the right to not make use of the access arrangement or reasonable adjustment should they not wish to do so. The SENDCo will consider removing the access arrangements in cases where a pupil repeatedly chooses not to make use of them.

Candidates will never be charged any fee in relation to an adjustment or aid made to meet the academy's duty under the Equality Act 2010.

Access arrangements and reasonable adjustments will not normally be possible where it compromises the assessment objectives of the relevant specification, for example, a practical assistant will normally not be allowed when practical skills are being tested.

Extra time applications will only be made after the SENDCo has considered and thoroughly exhausted the option of supervised rest breaks.

Where candidates are required to undertake their examinations in an alternative room, the provision of additional rooms will be the responsibility of the examinations officer.

Support for the access arrangements will be the responsibility of the SENDCo.

The following arrangements will not need to be processed online:

- Amplification equipment
- Bilingual dictionary
- Braille transcript and braillers
- CCTV
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional for candidates using Sign Language
- Examination on coloured/enlarged paper
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- OCR scanners
- Prompter
- Read aloud, including an examination reading pen
- Separate invigilation within the centre
- Supervised rest breaks
- Word processor

Where a case contains individual needs which are not covered by the online system for applications, the SENDCo will contact the relevant awarding body at the earliest opportunity to discuss the candidate's needs. A written record will be kept of any discussions.

Privately commissioned reports

Where a parent produces a privately commissioned report on their child's needs without prior consultation with the academy, this will not be able to be used to process an application. Where the academy is consulted beforehand, the SENDCo will provide the parent's chosen assessor with Part 1 of Form 8 from the JCQ. Once a report is submitted to the academy as evidence that the pupil requires access arrangements, for example, extra time, the head of centre will decide whether to accept it and use it to form part of an application. If it is rejected, the head of centre will provide a written rationale supporting the decision to the parent.

The SENDCo will, however, in all cases, consider whether any privately commissioned report contains information to merit instigating the process of the academy assessing the candidate's needs internally. If a parent contacts the academy asking for their child's needs to be assessed, the SENDCo will decide whether it is appropriate to undertake this.

Evidencing applications

The online application process will provide prompts as to the evidence required. Evidence and history of need and provision will be provided by the SENDCo as required for each access arrangement applied for. Evidence will be stored for inspection purposes in line with JCQ guidance.

Core evidence required will typically include, but is not limited to the following:

- EHC plans.
- Individual Learning Plans (ILPs).
- Fully completed Form 8 with an assessment carried out by an assessor confirming a learning difficulty.
- Where applicable, a qualifying score from a recognised test carried out by a suitably qualified assessor.
- Teaching staff testimony about a pupil's difficulties.
- Specialist evidence, a report or letter from a medical consultant.
- History of support and provision in place for the pupil in line with the requested access arrangement or reasonable adjustment.

Special Consideration

Should a candidate be unable to attend an examination because of illness, suffer a bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the centre's examination invigilators to that effect.

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

All special considerations are the responsibility of the examinations officer and must be submitted to the relevant awarding body within 7 days of the published examination.

Preparing for an assessment

Once an access arrangement has been approved, the academy will:

- Inform the candidate's parents in writing.
- Inform the pupil.
- Inform the examinations officer and make an access arrangement list available to them.
- Ensure all staff are aware of which pupils have had approved access arrangements.

Where a candidate requires access arrangements or reasonable adjustments before their first assessment, appropriate opportunities to practice using them will be provided. The academy will be particularly mindful of the need to practice prior to an examination where the following are used:

- Computer reader.
- Modified enlarged papers.
- A scribe.

- Speech recognition technology.
- Word processor.

For internal assessments, teaching staff will inform the SENDCo at least four weeks in advance of the assessment date to allow sufficient time for access arrangements to be prepared.

Pupils will be informed to raise any concerns or questions with the SENDCo about their access arrangements before an examination, and what to do if they encounter any issues during an examination.

The use of word processors

Please refer to Annexe 2 in this document.

Maintaining records

The SENDCo will keep detailed records of all essential information on file for an application. This will include a copy of the candidate's approved application, appropriate evidence of need as required and a signed candidate personal data consent form.

All personal data will be treated confidentially and handled in line with the Data Protection Policy and Records Management Policy.

Non-Examination Assessments

The basic principles

Non-examination assessments measure subject specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and specific rules which apply to each stage. These rules often vary across subjects. The three stages are.

- Task setting.
- Task taking.
- Task marking.

As required by JCQ, the academy will implement this policy to outline the management of GCE and GCSE non-examination assessments. The academy will ensure that such a policy is in place for a JCQ school inspector to examine.

The instructions in this section will apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

Subject Leaders

Subject leaders are those with specialist subject knowledge, appointed by the head of centre, they are responsible for.

- Confirming with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- Ensuring appropriate procedures are in place for internally standardising and moderating the marks awarded by subject teachers in line with the awarding body's criteria.
- Providing a centre devised template, where the awarding body has not provided one, for candidates to record their research, planning and resources.
- Ensuring subject teachers understand their roles and responsibilities within the non-examination assessment process.
- Ensuring JCQ and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments.
- Ensuring the examination officer is provided with the relevant entry codes for subjects in time with the internal deadlines for entries.
- Understanding and complying with the general JCQ instructions.
- Where instructions may also be provided by the awarding body, understanding and complying 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.
- Marking internally assessed work to the criteria provided by the awarding body.

Procedures for NEAs

The Quality Assurance (QA) lead, also known as the standards verifier, will confirm with the relevant head of department that appropriate awarding body forms and templates are used by all candidates. They will ensure that all relevant procedures are in place so that internal standardisation and verification of the marks awarded can be guaranteed and in line with the awarding body criteria.

The QA will also ensure that centre devised templates are used to capture and record information given to candidates by teachers, information received and understood by candidates and for candidates to record their own research, planning and resources.

Heads of departments will ensure that subject teachers understand their role within NEA process, including following the specific awarding body subject instructions. They must also work with the QA on the standardisation of marks awarded by subject teachers.

Subject teachers must understand and comply with the general instructions of NEAs including those issued by the awarding body in their specification via teachers notes of additional information on the awarding body's website. The subject teachers must also ensure that the examinations officer is provided with the relevant entry codes for subjects, whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code, to the internal deadline for entries.

Task Setting

Tasks will be selected from a choice provided by the awarding body or designed by subject teachers where this is permitted by criteria set out within the subject specification. Candidates will always be made clear of the criteria used to assess their work.

Tasks will be taken by candidates on dates set by the subject teachers in cooperation with the head of department, examinations officer and head of centre.

The subject leaders will assess, in sufficient time, the tasks set to ensure enough time for planning, resourcing and teaching, ensuring that materials are always stored securely. They must also ensure that requirements for legacy specification tasks and new specification tasks are distinguished between.

Task Taking

Supervision

All tasks should be undertaken abiding by the required conditions and supervision arrangements, allowing the work of the candidate to be authenticated as submitting their own work. Invigilators and the display of JCQ 'Unauthorised items' posters and the JCQ 'Warning to Candidates' will not be required.

Candidates will not need to be directly always supervised. The use of resources, including the internet, will not be tightly prescribed. The academy will always check the subject-specific requirements issued by the awarding body.

The academy will ensure that:

- There is sufficient supervision of every candidate to enable work to be authenticated.
- The work that an individual candidate submits for assessment is their own.

Pupils will be permitted to complete work outside of the academy without direct supervision, provided that the academy is confident that the work produced is the candidate's own. Unless stated otherwise by the awarding body, candidates will normally:

- Have unlimited access to electronic and printed resources.
- Use the internet without restriction.
- Work in groups, where required.

Where candidates may work in groups, the subject leader must keep a record of the contribution made by each candidate. Candidates should be made aware of any relevant JCQ documents, information or regulations relating to the NEA.

Advice and feedback

As is relevant to the subject or component, subject teachers may advise candidates on relevant aspects before they commence work on the task. The academy will not provide model answers or writing frames for a specific task. These aspects may include but are not limited to.

- Sources of information.
- Relevance of materials and concepts.
- Structure of the response.
- Techniques of data collection.
- Techniques of data presentation.
- Skills of analysis and evaluation.
- Health and safety considerations, for example, when using equipment such as computers.
- Potential ethical considerations.
- The security of their work.

When reviewing work, unless prohibited by the specifications, oral and written advice can be provided to candidates at a general level. Any assistance provided above general level must be fully documented and considered in the marking or submit it to the external examiner. Annotations will be used to explain how marks were applied in the context of the additional assistance given. Teaching staff will not provisionally assess work and then allow the candidate to revise it. Teaching staff will not provide any type of assistance if the awarding body's specification explicitly prohibits it. Assistance will not be given if there is no means to record it and to take account of it in the marking.

Subject teachers must ensure that once work has been submitted, candidates do not have the opportunity to revise it.

Resources

Certain subjects will require candidates to gather information from published sources when researching and planning their tasks.

Candidates will normally have unrestricted access to resources. The school will refer to the awarding body's specification and/or associated documents for confirmation.

Unless the awarding body's specification states otherwise, for all formally supervised sessions, candidates':

- Access to resources will be tightly prescribed and normally restricted to preparatory notes.
- Access to the internet will not be permitted.
- Personal computers or other electronic devices will not be permitted to be used in formally supervised sessions.

Candidates will not be allowed to introduce new resources between formally supervised sessions. When work for assessment is produced over several sessions, the following material will be collected and stored securely at the end of each session (not accessible to candidates):

- The work that will be assessed.
- Preparatory work.

Additional precautions will be taken where candidates are permitted to store work on computers. This may include collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the academy's IT network.

The work submitted for assessment will include references to any sources used, where appropriate. To facilitate this, each candidate will keep a detailed record of their own research, planning and resources, etc. The record will include all the sources used, including books, websites and audio/visual resources.

Word and time limits

The academy will refer to awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only, candidates will be discouraged from exceeding them.

Collaboration and group work

Unless the awarding body's specification states otherwise, candidates will be free to collaborate when carrying out research and preparatory work.

Where specifications permit, some assignments will be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. Teaching staff will ensure it is possible to ascertain individuals' contributions to the group work.

Where a group assignment requires written work to be undertaken, each candidate will write up their own account of the assignment. It is acceptable for all members of a group to record the same data, but each will use their own words, and their own contributions will be clearly identified. The contribution of individual candidates will be clear from both the work itself and, if applicable, the records.

Each candidate will be marked as an individual for the work they have contributed.

The academy will remain responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

Authentication procedures

Teachers will be sufficiently familiar with the candidate's general standard of work to judge whether the piece submitted is within their capabilities.

Where required by the awarding body's specification, candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers will sign a declaration of authentication after the work has been completed confirming that:

- The work is solely that of the candidate concerned.
- The work was completed under the required conditions.
- Signed candidate declarations are kept on file. (Signed candidate declarations will be kept on file until the deadline for the enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by the JCQ inspector.)

If teaching staff are unable to confirm whether work presented is a candidate's own, but it has been completed under the required conditions, teaching staff will:

- Not accept the candidate's work for assessment.
- Record a mark of zero for internally assessed work.
- Notify a member of the SLT.

The head of centre will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the prescribed practical activities.

The head of centre will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the Spoken Language endorsement.

Presentation of work

Candidates will be allowed to word process their work.

Candidates will be instructed to put the following information on each page as a header or footer:

- Five-digit centre number.
- Candidate number.
- Component code.

Candidates will be permitted to use spelling and grammar check when they are word processing. Predictive text should be disabled.

Candidates will be encouraged to use black ink and write legibly for submitted written work.

Candidates will submit both handwritten and word-processed work on A4 paper unless the awarding body's specification states otherwise.

Candidates will include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

The insuring of fragile and valuable materials will be considered. Awarding bodies are not responsible for the loss or damage of work during moderation or transit.

The inclusion of items of sentimental value, such as photographs or certificates, will not be permitted in the presentation of work.

Consent will be obtained at the beginning of the course from parents if videos, photographs or images of candidates will be included as evidence of participation or contribution.

Bulky covers and folders will be removed before work is sent for moderation or external marking.

Candidates' work will be securely fastened, and the awarding body's cover sheet will be fully completed and attached to the work.

Keeping materials secure

Where candidates are producing work over a period under formal supervision, their work will be stored securely.

Where work is stored in a hard copy format, secure storage is defined as a securely locked cabinet or cupboard.

Where candidates are producing artefacts, such as a piece of art, secure storage will be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

When work is stored in a digital format, the academy will be responsible for keeping the work that candidates have submitted secure.

Where work is stored electronically, the academy will restrict access to this material and will utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective contingency strategy will be in place so that an up-to-date archive of candidates' evidence is maintained.

Teachers will be allowed to take work home to mark, if they take sensible precautions regarding the work's security.

Internally assessed work that is not required for moderation purposes and work returned to the academy after moderation will be returned to secure storage until all possible post-results services, such as appeals, have been exhausted. If post results services have not been requested, internally

assessed work will be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work will be returned once the enquiry about results and any subsequent appeal has been completed.

Candidates will be reminded to keep their work always secure and not to share completed work or partially completed work on social media or by any other means.

The academy will take precautions to ensure that the packages in which candidates' work is dispatched is robust and securely fastened.

The academy will consider encrypting any sensitive digital media to ensure the security of the data stored within it, in line with the relevant awarding bodies' guidance to ensure that the method of encryption is suitable.

Using work for other purposes

Candidates will be reminded that they must not publicise their work before its submission for formal assessment, for example, posting it on social media.

During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of candidates' work will be able to be used for other purposes, such as in a competition, provided that the originals are stored securely by the academy.

Any material which is not required for moderation purposes, or any subsequent review, will be returned to the candidate.

Where original work is used for moderation, a teacher will be present if, during this period:

- Assessed work is exhibited.
- A candidate takes assessed work to an interview.
- The work is removed from secure storage for any other reason.

Task marking – externally assessed components

Conduct of externally assessed work

The format of external assessment will vary according to the specification and component, some components may have a visiting examiner, whereas sometimes candidates' work will be required to be dispatched to an examiner. Details of the subject specific arrangements will be found in the awarding body's specification.

Externally assessed work will be conducted within a window specified by the awarding body.

The academy will be aware that, if, during the external moderation process, it is found that candidates' work has not been properly authenticated, the awarding body will set the mark awarded by the academy to zero.

Submission of work

The academy will pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent at sessions. The academy recognises that failure to do so will impact upon an awarding body's ability to deliver an accurate set of results.

A copy of the attendance register will be kept until the deadline for enquiries about results has passed.

Where candidates' work needs to be dispatched to an examiner, it will be sent by the date specified by the awarding body.

Feedback

The academy will review feedback concerning its conduction of assessments. The feedback will be constructive, objective, supported by fact and judgement and sufficiently detailed to explain any differences between the academy's assessments and the agreed standard for the component.

Task marking – internally assessed components

Marking and annotation

Teachers will mark work in accordance with the marking criteria detailed in the relevant specification and associated subject specific documents.

Teacher annotations will be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the academy and enable the moderator to check that marking is in line with the assessment criteria.

Annotating the work

When marking, the marker will follow guidance in the relevant specification and associated subject specific documents.

The marker will:

- Provide evidence to support awarded marks.
- Identify the assessment criteria that the candidate has met.
- Be clear and unambiguous.
- Use key phrases from the marking criteria, "uses a variety of techniques".
- Insert annotations at the appropriate point in the work, in the margin or in the text, or write comments on the cover sheet to show clearly how credit has been awarded.

Awarding marks

With regards to work done in groups, marks that reflect the contributions of individual candidates will be awarded.

The marker will account for whether a candidate has received feedback and guidance that goes beyond the general guidance allowed, which is stated by the awarding body's specification.

Completing documentation

The marker will record the feedback and guidance that is given to candidates.

The marker will enter marks in the way specified by the relevant awarding body.

Candidates who submit insufficient or no work

When a candidate submits no work whatsoever, the candidate will not be awarded a mark of zero; instead, the candidate will be reported to the awarding body as absent.

When the candidate submits insufficient work, the candidate's work will be marked against the assessment criteria. The appropriate mark will be awarded. If none of the work is worthy of credit, the candidate will be awarded a mark of zero.

Revealing marks to candidates

The academy will reveal internally assessed marks to candidates, as a candidate may request a review of the academy assessed mark.

Candidates who request a review of the academy's mark

Any review will be undertaken before marks are submitted to the awarding body.

Sufficient time will be given to candidates to allow them to review copies of material, as necessary, and reach a decision.

The academy will allocate sufficient time for the review to be completed, making changes to marks where necessary and informing the candidate of any changes, all before the awarding body's deadline.

The review will be carried out by an appropriate assessor who has no previous involvement in the assessment of the candidate's work and has no personal interest in the review.

The academy will ensure that all candidates are aware that academy assessed marks are subject to change through the moderation process.

Internal standardisation

The marker will indicate on candidates' work, or on the cover sheet of the work, the date of marking.

All markers involved in the academy assessed marking will work to common standards.

When internally standardising, the academy will adhere to the following process:

- In the first year of a new specification, teaching staff will participate in awarding body training.

- In subsequent years, the academy will obtain exemplar material provided by the awarding body and use the academy's own archive material.
- When holding a trial marking session, all teachers involved in assessment will be included.
- The academy will compare standards through cross marking a small sample of work.
- The relevant staff will agree upon a common understanding of the assessment criteria.
- The relevant staff will repeat the trial marking and cross-marking exercise.
- The academy will ensure that any discrepancies in marking are resolved.
- The relevant staff will hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation
- If there are inconsistencies, the relevant staff will ensure that the teacher concerned adjusts their marks.
- New marks will be checked by the teacher responsible for internal standardisation.
- The academy will retain evidence that internal standardisation has been carried out.
- The academy will keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Submission of work and marks for moderation

The academy will set internal deadlines which will allow accommodation for any candidate requests for reviews of marking and to meet the deadline for submission of marks of candidates' work, as published by the awarding body.

The work submitted will be carefully checked for addition and transcription errors before submission.

The academy will submit the supporting documentation required by the awarding body, these include:

- Authentication of candidates' work.
- Confirmation that internal standardisation has been undertaken.
- Any subject-specific information.

In exceptional cases, it is possible to obtain an extension to the deadline for submission of marks.

Carrying marks forward

Where a candidate retakes a qualification, which includes a non-examination assessment component, they will be able to carry forward the mark given for this component.

Where the qualification consists entirely of non-examination assessment, the candidate will retake at least one component.

Where the candidate has more than two previous non-examination assessment marks, the most recent mark will be used, even if it is a lower mark.

A mark will only be carried forward where a grade, including 'Unclassified', has been awarded for the qualification.

Reusing previous work when retaking a qualification

A previous non-examination work will be enhanced and resubmitted, where required, when a candidate retakes a qualification, unless specifically prohibited by the awarding body, or the awarding body sets the task, and it changes each year.

Where there is more than one task required to retake a qualification, all tasks will be submitted for assessment and/or moderation, even if the candidate has not carried out any further work on them.

Where work is moderated live, the candidate will repeat all tasks; however, this will not apply if a task is assessed and/or moderated from a recording, except for the speaking component of GCSE MFL tasks, which must be repeated.

Storage and retention of work after submission and marks

The academy will keep a record of names and candidate numbers for candidates whose work was included in the sample sent to the moderator.

The academy will retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Where work is stored electronically, the academy will implement measures to protect work from corruption and have back-up procedures in place.

If retention of the work is a problem due to the nature of the work, the academy will keep evidence, such as photographs. For instance, in relation to food technology assessments, photographs will be taken during the non-examination assessment, due to the perishable nature of the work.

Awarding bodies will retain the work of some candidates for archive and standardisation purposes.

Appeals

An appeal will only be permitted to be made against the process that produced the mark to be submitted to the relevant awarding body; no appeal against the actual mark is accepted, e.g. an appeal can be requested should a candidate or parent feel the correct marking, moderating and standardising procedure has not been followed.

Appeals will be made as soon as possible once marks have been released.

Appeals will only be allowed if they are requested at least four weeks before the end of the last externally assessed paper in that examination series.

Appeals will be made to the head of centre who will investigate the appeal.

If an appeal results in a change in the initially awarded mark, then the relevant awarding body will be informed.

The appellant will be informed in writing of the outcome of their appeal. Further procedures are outlined in the 'Examinations Appeals Procedures' section of this policy.

Access arrangements

Awarding bodies' specifications are developed to be compliant with equality legislation. Access arrangements will therefore be granted if these do not undermine the integrity of the qualification.

If a candidate has an access arrangement as part of their normal way of working within the academy, if possible, a similar arrangement will be organised.

The academy will apply for access arrangements in advance of timetabled non-examination assessments.

The SENDCo will ensure that all relevant staff are aware of any access arrangements which need to be applied for regarding non-examination assessments.

Special consideration

Candidates who are unexpectedly absent for one or more formally supervised session will not be eligible for special consideration; the candidate will be given an opportunity to make up the missed time.

Candidates who are absent for an acceptable reason on the day of an external examiner visiting may be given special consideration, advice will be sought from the awarding body at the time of the candidate's absence to arrange possible alternative assessment arrangements.

Candidates who were absent for some formally supervised sessions because they joined the course at a late stage will not be eligible for special consideration, the candidate will be given an opportunity to make up the missed time.

When another assessment opportunity prior to the series in which the candidate would receive certificates, candidates who were absent for an acceptable reason when their peers undertook the assessment will not be eligible for special consideration, the candidate will be allowed to submit the assessment in a subsequent examination series.

When there is not another upcoming opportunity for assessment and the candidate was absent for acceptable reasons when their peers undertook the assessment, the candidate will be eligible to apply for special consideration.

For a candidate who has been absent to be eligible for special consideration, the following criteria will need to be met:

- The candidate has covered the entire course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment during the certification series at the same time as their peers for acceptable reasons.
- The academy has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The academy can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The academy supports the application for special consideration.

Awarding bodies will accept a reduced quantity of work, providing the following criteria is met:

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work, and each required assessment objective has been covered at least once.

Loss of work

If the candidate is responsible for the loss of their work through negligence, no special consideration will be given.

If the academy is responsible for the loss of work through negligence, then the candidate will be eligible for special consideration, providing the academy can verify that the work was completed or partially completed and had been monitored whilst it was in progress.

Malpractice, including use of Artificial Intelligence

Pupils will be warned about the possible penalties an awarding body may apply if they are found to have committed malpractice. Staff and students will be fully informed of what constitutes malpractice, including use of Artificial Intelligence in line with JCQ guidance.

Malpractice is the committal of any deliberate act of wrongdoing, contrary to official examination rules, and designed to place a candidate at an unfair advantage or disadvantage, this includes use of artificial intelligence.

If a pupil is suspected of committing malpractice, the invigilator will warn the pupil that they may be removed from the examination room.

The pupil will be warned that the awarding body will be informed of any suspected or confirmed cases of malpractice and that they may decide to disqualify the pupil.

The head of centre will follow their duty to investigate suspected malpractice and to monitor and report potential malpractice by invigilators and academy staff to the awarding body immediately.

Any failure by the centre, to investigate allegations of suspected malpractice in accordance with JCQ requirements will constitute malpractice. Therefore, all allegations will be fully investigated by the head of centre and reported to the appropriate awarding bodies in accordance with JCQ policies and procedures.

Teachers will familiarise themselves with the JCQ document 'Notice to Centres – Sharing NEA material and candidates' work'.

Candidates will not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium.
- Allow other candidates to have access to their own independently sourced material.
- Assist other candidates in producing work.

- Use books, the internet or other sources without attribution and acknowledgement.
- Submit work that has been word processed by a third party without acknowledgement.
- Include inappropriate, offensive or obscene material.
- Publish their work on social media.

If a candidate malpractice is discovered after a candidate has signed the authentication statement, the awarding body will consider imposing one of the following penalties:

- Award the work a mark of zero.
- Disqualify the candidate from that component of the examination series.
- Disqualify the candidate from the entire subject for that examination series.
- Disqualify and ban the candidate from re-entering for a period.

The head of centre will ensure that those members of staff involved in the direct supervision of candidates producing non-examination assessment material are aware of the potential risk of malpractice.

Teaching staff will be aware that failure to report malpractice constitutes malpractice itself.

Teachers will:

- Be vigilant.
- Escalate and report any alleged, suspected or actual incidents of malpractice.

If teachers suspect malpractice, the disciplinary procedures outlined in the academy's Behaviour for Learning Policy will be followed and the relevant awarding body will be contacted.

To avoid malpractice, where a teacher is teaching, preparing or assessing a candidate with whom they have a close relationship, such as a member of their family, the academy will declare any possible conflicts of interest to the relevant awarding body and submit the marked work for moderation, whether or not it is part of the moderation sample.

Quality assurance

The academy will remain committed to quality assurance and believes it is an integral part of the academy's processes.

At the academy, an internal verification process is in place to ensure that consistent testing and assessment standards are maintained.

Several methods of internal verification are carried out on an ongoing basis, including the following:

- Cross marking.
- Peer reviewing and appraisals.
- Working observations.
- Moderation.
- Standardisation.

All cases of borderline achievement will be internally verified. All internal verification is recorded on candidates' work and on central recording systems.

All necessary teaching staff members will attend relevant training and courses to keep up to date with various methods of assessment and marking.

Where a new marker is assessing, all work will be double marked until the head of centre is satisfied with the standard.

Information from the awarding body will be circulated to all members of staff involved in the assessing of candidates' work.

The academy's Equality Information and Objectives Policy will be always followed and regularly monitored.

Examination Appeals Procedures

Acceptable grounds for appeal

Appeals will only be deemed valid when based on procedural irregularity in terms of the conduct of the examination or determination of the result.

Appeals will be deemed invalid and not upheld if based purely on the following:

- Academic judgement of examiners.
- Extenuating circumstances affecting performance.
- The candidate's lack of awareness of examination regulations and procedures.

Internal appeals process

The academy will ensure that candidates are informed of their centre assessed marks prior to them being submitted to the awarding body, so that candidates may request a review.

Candidates will be informed that they may request copies of materials to assist them in considering whether they wish for a review to take place. Any requests for copies of materials will be returned to the candidates within seven days and candidates will have seven days to review the materials.

If a candidate, or their parent, wishes to appeal against the procedure used in an internal assessment, they should write to the academy's examinations officer using the Internal Appeals Form.

The deadline for appeal applications is 10 days prior to the start of the written examination series.

Internal appeals will be resolved by the date of the last externally assessed paper of the series, by the end of June for the Summer series.

On receipt of a written appeal, an enquiry will be conducted by the examinations officer, a member of the SLT and a head of department who is not involved in the internal assessment decision. The academy will ensure that those completing the review have the appropriate competence and are unbiased.

This enquiry will consider whether the procedure used in the internal assessment conformed to the published requirements of the awarding body and the JCQ Code of Practice.

Consideration will be given to whether the original mark awarded is fair and just. If necessary, comparisons will be made to other pupils' work to help determine a correct and appropriate mark.

A written response to the appeal will be sent to the candidate and their parents within 10 working days of the academy receiving the appeal.

A written record of the appeal and the outcome will be kept on file at the academy, with the awarding body being informed of any amendments.

Candidates should note, after their work has been internally assessed, it is moderated by the awarding body to ensure consistency, this moderation process may lead to marks being altered and the academy has no control over this.

External appeals process

Access to Scripts (ATS)

After the release of examination results, candidates may ask subject staff or the examinations officer to request the return of written examination papers within 14 calendar days of the receipt of results.

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

An EAR cannot be applied for once an original script has been returned.

Enquiries about results (EARs)

The awarding body deadline for EARs is 12pm 25th September.

Candidates should be aware that EARs can result in the marks/grades being raised, confirmed or lowered.

Any candidate who wants to query a mark/grade awarded by an awarding body should adhere to the following procedure:

- Contact the examinations officer and the subject teacher as soon as possible in person to discuss the mark/grade.
- The examinations officer will advise on the options available to query the mark/grade and any costs involved in doing so.
- Candidates must sign a consent form to confirm that they understand the consequences of an EAR; these forms will be issued by the examinations officer.
- Consent forms must be returned before an EAR can be valid.
- The subject teacher will review the candidate's grades and discuss them with the head of department to agree on the appropriate action, considering the breakdown of marks, the grade boundaries and the candidate's predicted grades.
- Support will only be supported for the non-priority re-marking service provided by awarding bodies.
- Support will only be considered for enquiries in subjects where the candidate has been awarded a score within three raw marks of the upper grade boundary.

If the EAR is supported, the head of department will make a request, together with the candidate's consent form, to the examinations officer before the deadline for EARs.

The cost of the enquiry will be met by the examination budget. If the EAR is successful, the fee will be refunded.

If the department does not agree to support the EAR, a candidate may appeal against the decision not to support an EAR by doing the following:

- Appeals should be made in writing to the Head of Centre, at least five working days before the published deadline for EARs.
- The appeal should state the reason(s) for the appeal.

- This appeal must be signed, dated and include the contact number and email address of the candidate and their parent.

The appeal information will be reviewed by the head of centre; examinations officer and a member of the SLT.

The outcome of the appeal will be communicated either by telephone, email or first-class post, as appropriate, within 24 hours of receipt.

The decision that is reached will be final.

If the department does not agree to support the EAR, the fee will be paid by the candidate at the time the EAR is made. No enquiry will be processed until the correct fee is paid.

Requests must be made in person to the examinations officer before the published deadline for EARs.

If the department does not agree to support the EAR and the enquiry is successful, the fee will be refunded to the candidate.

Outcomes following EARs will be forwarded by the examinations officer to the pupil as soon as they have been received from the awarding bodies.

Appeals against outcomes of post results services

Post results services refer to clerical re-checks, reviews or marking and reviews of moderation.

In instances where the academy is dissatisfied with an assessment result, the academy will apply for a clerical re-check, review of marking or review of moderation.

Once an outcome has been reached in the post results service, an appeal against this can be made where the candidate or head of centre believe that:

- A marking or moderation error has occurred, including where a review of marking or moderation has already been made.
- The awarding body did not apply its procedures consistently, properly or fairly.

A written request for appeal will be made by the head of centre to the relevant awarding body which sets out clearly and concisely the grounds for the appeal, this must be take place within 30 calendar days of the awarding body issuing the outcome of the post results service. If an appeal application is accepted, an investigation into candidates' or the academy's results will follow, if the appeal is accepted on procedural grounds, this will generally not involve a further review of a candidate's work.

As internal candidates are not entitled to appeal directly, the academy will do it on their account, if the academy agrees.

The appeal will either be not upheld or upheld in whole or in part.

Appeals against malpractice, maladministration or non-compliance

This covers cases where there is an alleged breach of the published JCQ regulations and awarding body requirements.

The head of centre may appeal against a finding of malpractice and/or the sanction imposed by the awarding body, and on behalf of candidates. Appeals will be made within 14 calendar days of receiving the malpractice decision. The appeal will set out clearly and concisely the grounds for appeal and include any further relevant and supporting evidence.

Where an appeal is made on a candidate's behalf, the candidate will be informed beforehand. The candidate will be provided the opportunity to submit a statement, if they wish.

Appeals will be based on reasonable grounds relating to the incident in question. Reasonable grounds include:

- The incident was not dealt with in line with JCQ's 'Suspected Malpractice – Policies and Procedures'.
- The decision was unreasonable considering the evidence presented to the Malpractice Committee.
- Further evidence has come to light which may change the awarding body's decision.
- The sanction imposed is disproportionate to the seriousness of the malpractice.

The awarding body will either reject the appeal or refer it to an appeal hearing.

Appeals against decisions made in respect of access arrangements, reasonable adjustments and special consideration

The academy must make appeals on the candidates' behalf. The examinations officer will attempt to discuss the matter with the relevant awarding body to see if it can be resolved without the need for an appeal. Where this is not possible, a written request setting out the grounds for a preliminary appeal will be sent to the relevant awarding body within 14 calendar days of the original decision.

If the outcome of the preliminary appeal is unsatisfactory, a request for an appeal hearing will be made within 14 calendar days of receiving the outcome of the preliminary appeal.

Complaints Procedure

The academy complies with JCQ general regulations for approved centres and ensures that candidates and parents/carers can access the complaints procedure so that they are fully informed of the process.

For examinations, a candidate (or their parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
  - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis

- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)

- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment (centre assessed work), which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body
- Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to decide whether to request a review of centre assessed marks
- Candidate unhappy with internal assessment decision
- Centre fails to adhere to its internal appeals procedure

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment because of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration
- Centre fails to adhere to its internal appeals procedure

Entries

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

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations

- Online system failed during (on-screen) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-results

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

Complaints regarding examinations must be made using the Trust Complaints Procedure.

Appendix 1

Examinations Contingency Plan

This Examination Contingency Plan is in place to ensure a consistent and effective response in the event of major disruption to the examination system at Hope Academy.

The academy will implement this plan if serious interference to the examination system is experienced, affecting significant numbers of candidates across several awarding bodies, such as widespread illness, travel disruption, bad weather or power failures.

In the occurrence of such an event, any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for instance the police.

The priority when implementing this plan will be to maintain the following three principles:

- Deliver assessments to published timetables
- Deliver results to published timetables
- Comply with regulatory requirements in relation to assessment, marking and standards

Absence of the Examinations Officer

In the absence of the examinations officer during peak examination periods, the necessary tasks will be undertaken by the head of centre or their appointed person in charge (PIC).

The head of centre will appoint a PIC to cover a role or task.

Where cover for the role of examinations officer is unavailable, the examinations officer of another school can be approached to aid.

The academy will endeavour to brief all candidates on examination timetables and the relevant awarding body's information.

If the examinations officer experiences an extended absence at key points in the examination cycle, annual data collection exercises to collate information on qualifications will be undertaken by the head of centre.

The examinations officer will ensure that an up-to-date document is compiled to outline the duties that would be required, and any associated deadlines, if they were absent.

All assessment related procedures and tasks undertaken in the absence of the examination officer will be documented, to ensure that all information held by the examination officer is kept up to date.

Criteria for implementation of the plan:

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

Planning

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- Annual examinations 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 examinations/assessment.
- Awarding body entry deadlines missed or late or other penalty fees being incurred.

Before examinations

- Invigilators not trained or updated on changes to instructions for conducting examinations.
- Exam timetabling, rooming allocation; and invigilation schedules not prepared.
- Candidates not briefed on examination timetables and awarding body information for candidates.
- Examination/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.

Examination time

- Examinations/assessments not taken under the conditions prescribed by awarding bodies.
- Required reports/requests not submitted to awarding bodies during examination/assessment periods, for example, 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

- Head of centre to nominate an 'Appointed Person in Charge' to cover the role / task. Extra help could be called on from the Administration Team.
- Extra hours should be allocated to the Person in Charge to ensure there are sufficient hours to cover the work required.
- Extra help could be sought by networking with staff from other local centres.
- Refer to www.theexamsoffice.org for detailed instructions on all examination procedures.

- Person in Charge to be given access to secure storage procedures, including key codes for the doors, usernames and passwords for the staff network and examinations websites.
- Always report long term absence to the examination boards.

Absence of the SENDCo

Criteria for implementation of the plan

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

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements.
- The 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.

Before examinations

- Approval for access arrangements not applied for to the awarding body.
- Centre delegated arrangements are not put in place.
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.
- Staff providing support to access arrangement candidates not allocated and trained.

Examination time

- Access arrangement candidate support not arranged for examination rooms.

Centre Actions

- Examinations officer to liaise regularly with SENDCo to discuss potential candidates for access arrangements.
- In the absence of the SENDCo, examinations officer to assist the assistant SENDCo to input access arrangements.
- Support staff updated regularly concerning candidates.
- Teaching staff to provide details regarding candidate's way of working within the classroom.
- Examinations officer and head of centre to have access to confidential files.
- Examinations officer to ensure there is adequate support in the examination rooms.

Academy closure

If the academy is unable to open as normal for scheduled examinations, the examinations officer will inform each awarding body which examinations are due to be taken as soon as possible.

After referring to guidance from the government, the principal, head of centre and premises manager are ultimately responsible for deciding whether it is safe for the academy to open. When considering whether the academy will open as normal, the principal will take advice, or follow instructions, from relevant local and national agencies.

If the academy is unable to open, where possible, the academy will open for examinations and examination candidates only.

The academy will use alternative venues in agreement with relevant awarding bodies, such as sharing facilities with another school.

In the event of partial or whole examination disruption, the academy will apply to awarding bodies for special consideration for candidates who were affected by the disruption. Where possible, the academy will offer candidates an opportunity to sit any examinations missed at the next available series.

In the event of widespread partial or whole examination disruption, the academy will follow guidance from the government and Ofqual to ensure the best outcome for candidates who were affected by the disruption.

Criteria for implementation of the plan

- Whole centre evacuation, or lock down, during examination time due to serious incident resulting in examination candidates being unable to start, proceed with or complete their examinations
- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.
- Centre closed interrupting normal teaching and learning schedules.
- Centre unable to open as normal for scheduled examinations, including centre being unavailable for examinations owing to an unforeseen emergency.

Centre Actions

- Follow Evacuation Procedures. The lead invigilator should inform candidates to stop writing and await further instruction from invigilators. The lead invigilator will liaise with the examinations officer or premises manager to identify if the alarm is genuine and if the examination must be evacuated. If the alarm is found to be genuine the invigilators will then lead candidates out of the fire exit doors to the designated muster point. Candidates must not communicate during this time, the same as under formal examination conditions.
- Examinations officer to communicate this immediately to the relevant awarding bodies and subsequently to candidates and their parents/carers.
- Examinations officer to apply to the relevant awarding bodies for special consideration for the affected candidates.
- Senior leadership to communicate with parents, carers and pupils about the potential disruption to teaching time and the plans to address this.
- Pupils to be given alternative methods of learning, live teaching using Microsoft Teams and via academy website.
- Pupils to be taught at another venue depending on availability.

- Prioritise students who will be facing examinations shortly.
- Centre must inform each awarding organisation with the details of those examinations that are due to be taken as soon as possible.
- The centre, if possible, will open for examinations and examination candidates only.
- Centre to use alternative venues in agreement with relevant awarding organisations.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

Disruption of teaching time

Where there is disruption to teaching time, or pupils do not receive the provision of normal teaching and learning, it is the academy's responsibility to ensure that pupils are prepared for the examinations as usual.

During the extended absence of teaching staff at key points in the examination cycle, the head of centre will provide the examinations officer with details of estimated and final entries for examinations.

In the absence of the necessary teaching staff, the head of centre will provide the examinations officer with estimated grades and coursework marks, as well as ensuring that coursework samples are transmitted to moderators.

The academy will communicate with parents and pupils about the potential for disruption to teaching time and the academy's plans to address this problem.

The teaching provision for pupils who will be facing crucial examinations shortly, including GCSEs, will be a priority and, where appropriate, the academy will advise pupils to sit examinations in the next available series.

During major disruption, the academy will strive to continue teaching all pupils, either through an alternative method of learning or at a different venue.

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 examinations/assessments or being entered late.
    - late or other penalty fees being charged by awarding bodies.
- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Centre actions:

- Centre to ensure data is regularly updated on ARBOR.
- Centre to ensure heads of faculties oversee all aspects of marking/assessment.
- Examinations officer to send out request for information, well in advance of deadlines.

- Examinations officer to remind heads of faculties and senior leadership in advance of deadlines and inform of any missing work/marks.

Distribution of examination papers

If, due to exceptional or unforeseen circumstances, examination papers are not issued for the academic year, the academy will keep pupils and parents informed about alternative methods of grading.

If there is disruption to the distribution of examination papers to test centres in advance of examinations, it is the examination officer's responsibility to communicate with awarding bodies to organise alternative delivery of examination papers.

The academy will always source a reliable courier for the delivery of examination papers, as well as organise an alternative service for the delivery of hard copies and where possible, the relevant awarding body will provide the academy with electronic access to examination papers via a secure external network:

- It is the responsibility of the examination officer to ensure that copies are received, collated and stored under secure conditions.

The academy will strive to ensure that pupils are able to proceed with taking examinations without having to reschedule examinations.

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations.
  - Candidates are unable to sit the examination due to the wrong paper being delivered.
  - Examination papers not delivered to the academy on time.

Centre Actions

- In the first instance the examinations officer is to communicate with the awarding organisations to organise alternative delivery of papers.
- Examinations officer to ensure any copies transferred electronically or by fax, are received, printed and stored under secure conditions. Centre will check all examination papers upon arrival at the academy and will alert the appropriate awarding bodies of any discrepancies.
- If this happens on the day of the examination, contact the examination board immediately. Awarding organisations are to provide centres with electronic access to examination papers via a secure external network.
- The examinations officer would need to ensure that copies are received, made and stored under secure conditions.

Candidate unable to take examination

When a pupil is unable to attend the academy to complete an examination as normal, it is the responsibility of the academy to communicate with the relevant awarding body to make them aware of the issue.

The academy will effectively and efficiently communicate with parents and pupils regarding solutions to the problem.

The academy will utilise its own transport facilities to transport candidates who would otherwise be unable to attend the examination.

It is the examination officer's responsibility to liaise with pupils involved to identify whether the examination can be sat at an alternative venue, in agreement with the relevant awarding bodies.

The pupils involved will be given the opportunity to sit any examinations missed at the next available series and where appropriate, the examinations officer will apply to awarding bodies for special consideration for pupils.

Pupils are only eligible for special consideration if they have been fully prepared, and have covered the whole course, but their performance during the examination is affected by adverse circumstances beyond their control.

If a pupil chooses not to sit an examination for other reasons, they should be aware that special consideration rules will not apply.

Latecomers will be permitted to take their examination, if they are within the awarding body's regulations.

Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons, they should be aware that special consideration rules will not apply.

Criteria for implementation of the plan

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

Centre Actions

- Centre to communicate with the awarding organisations at the outset to make them aware of the issue. Centre to communicate with parents, carers and candidates regarding solutions to the issue.
- Centre to liaise with candidates to identify whether the examination can be taken at an alternative venue in agreement with the relevant awarding organisations.

Invigilators

The academy will ensure that all invigilators who are being used are appropriately trained and suitable for the job and the examinations officer will endeavour to confirm the full attendance of invigilators prior to the examination date.

It is the examinations officer's responsibility to maintain a panel of suitable invigilators who can be called upon in the event of a shortfall, and provisional timetables and estimated entry information will be used to

determine the number of invigilators required. Where there is a shortage of invigilators, the examinations officer will cover any absences.

It is the responsibility of the head of centre to ensure that recruitment and training of invigilators is completed well in advance of examination dates. This duty may be delegated to the HR officer or examinations officer.

A review of available invigilators will be conducted prior to the examination period, in which invigilators' availability for the next examination series will be confirmed, allowing time for any amendments or training.

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct examinations.
- Invigilator shortage on peak examination days.
- Invigilator absence on the day of an examination.

Centre Actions

- Centre to train staff to act as emergency invigilators, in accordance with JCQ regulations.
- Consult with admin manager to identify available teaching staff or teaching assistants.

Examination room

The examinations officer will ensure that there are enough rooms available during peak examination periods, and that rooms are suitably allocated and timetabled well in advance. It is the responsibility of the examinations officer to ensure that all rooms utilised for examinations are appropriate, such as lack of noise, large enough to allow for a desk per pupil and ICT facilities where necessary.

If, for any reason, an examination room becomes unsuitable for use, the sports hall will be utilised for examination purposes.

The examinations officer will ensure that appropriate rooms are arranged in advance for pupils sitting examinations who have special requirements and adjustments.

Where necessary, pupils will be moved from normal classrooms to allow candidates to sit examinations in accordance with the timetable.

Criteria for implementation of the plan

- Examinations officer unable to identify sufficient/appropriate rooms during examinations timetable planning.
- Insufficient rooms available on peak examination days.
- Main examination venues unavailable due to an unexpected incident at examination time.

Centre Actions

- Examinations officer to liaise with the admin manager regarding room availability well in advance of examinations starting.

- If all students are in examinations at any one time, then the rooms used by that year group in that period, should be free and can be booked for examinations.
- Examinations officer to liaise with senior leadership and staff; classes may have to be moved to provide extra rooms for examinations.
- Default examination rooms – Main Hall and Learning Support.
- Alternative examination rooms – Sports Hall, Hope Centre or Activity Studio.

ICT systems

If ICT systems fail during peak examination periods, the relevant awarding bodies will be informed immediately. If systems fail at the final entry deadline, the relevant awarding bodies will be informed and an extension to the deadline will be requested.

The academy will ensure that during the examination cycle there will be an ICT team on standby to repair systems in the event of failure or damage.

Where a failure of ICT systems results in serious disruption of the examination, special consideration can be applied for.

In the event of ICT systems failing during the distribution of candidate results, the academy will advise of alternative sites where results can be obtained.

Criteria for implementation of the plan

- MIS system failure at final entry deadline.
- MIS system failure during examinations preparation.
- MIS system failure at results release time.

Centre Actions

- Examinations officer to inform IT technicians, MIS provider, senior leadership and relevant awarding organisations, submit entries as advised by examination boards.
- Examinations officer to inform IT technicians, MIS provider and senior leadership. Liaise with awarding organisations, cover as much preparation manually as is possible.
- Examinations Officer to inform IT technicians, MIS provider, senior leadership and relevant awarding organisations about alternative options.
- Centre to try and plan to access results at an alternative site.

Transportation of completed scripts

If there is a delay in the normal collection and transportation arrangements for completed examination scripts, the academy will seek advice from the relevant awarding bodies and collection agencies. The academy will not plan for the transportation of completed examination papers without the prior approval of the relevant awarding bodies.

The academy will ensure that completed examination papers are stored securely, with limited personnel access, until collection.

In the event of disruption of the transportation of completed examination scripts, it is the responsibility of the examinations officer to communicate continuously with the relevant awarding bodies throughout the incident, until the issue is appropriately resolved.

The academy will always aim for scripts to be collected and delivered to awarding bodies without delay.

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

Centre Actions

- In the first instance the centre is to seek advice from the awarding organisations and the yellow label script service.
- Unless advised by the relevant awarding bodies to make our own arrangements for transportation the centre is to ensure the secure storage of completed examination papers until collection.

Unavailable assessment evidence

The following procedure should be adhered to in the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it has been marked.

It is the responsibility of the head of centre to immediately inform the relevant awarding bodies of the issue, and the head of centre or examinations officer will discuss the possible courses of action with the pupils involved and their parents.

Where possible, the awarding body will generate candidate marks for the affected assessments based on other appropriate evidence of the candidate's achievement, such as other coursework. Whether evidence is classed as 'appropriate' is defined by the awarding body in consultation with the regulators.

Where appropriate, the candidate will be given the opportunity to retake the assessment that has been affected at a subsequent assessment window.

The academy will seek further advice from the relevant awarding body involved in the incident.

Criteria for implementation of the plan

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

Centre Actions

- Head of centre to communicate this immediately to the relevant awarding organisations and subsequently to students and their parents and carers.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.

Disruption in the marking schedule

If the examination board markers are unable to mark examination scripts, resulting in a risk to the delivery of results by scheduled dates, the awarding bodies will re-allocate scripts to available markers.

It is the awarding body's responsibility to recruit, train or re-standardise qualified new markers to meet the scheduled result dates and the awarding body is responsible for prioritising the marking of examination scripts based on results dates and qualifications that require further study.

The results schedule

The academy will always act with the aim of issuing results to candidates on the scheduled dates and will continuously communicate with awarding bodies to ensure the dates are met.

If awarding bodies face delays in meeting the planned schedule for issuing results, they will establish priorities for processing results in line with Central Applications Office deadlines.

In the case of a disruption to the issuing of results, the awarding body will liaise with relevant organisations regarding individual pupil's progression to further education.

The academy will ensure that they keep continuous communication with awarding bodies and are kept up to date regarding the progress of the marking system, to limit the potential damage of result deadlines not being met.

Distributing results

The academy is committed to ensuring that candidates receive their examination results in a timely manner.

The academy will plan to access results at alternative premises if the academy is unable to access or manage the distribution of results to candidates.

If the academy is unable to open to distribute examination results, the academy will share facilities with other institutes, where possible.

The examinations officer will contact awarding bodies regarding alternative arrangements for examination results to gain prior approval.

Criteria for implementation of the plan

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

Centre Actions

- The centre is to notify all relevant awarding bodies.
- The centre is to plan to access its results at an alternative site. It is possible for results to be accessed from home in extreme circumstances.
- The centre is to plan to coordinate access to post results services from an alternative site.

- The centre is to share facilities with other centres if this is possible.

Monitoring and review

This policy will be reviewed by the governing board, principal, head of centre and examinations officer on an annual basis.

The scheduled review for this policy is March 2027.

Appendix 2

Word Processor Policy

Statement of Intent

The use of word processors in examinations and assessments is an available access arrangement.

This policy is on the use of word processors in examination, assessments and tests and student normal practice.

Legal Framework

This policy has due regard for all relevant legislation and statutory guidance. The main pieces of guidance followed throughout this policy are.

- JCQ (2026) 'Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments'
- JCQ (2026) 'Instructions for conducting non-examination assessments'

Purpose of the Policy

The purpose of this policy is to detail how the academy manages and administers the use of word processors through a student's normal way of working, examinations and assessments.

This policy details how the academy complies with AARA.

Allocation of a word processor

The term **'word processor'** is used to describe the use of a laptop or computer instead of handwriting.

The academy will allocate a word processor to a student, to become their normal way of working, if the SENDCo is satisfied that allocation of such word processor is appropriate to the needs of the individual student. A word processor will not be granted as a normal way of working because a student feels that they can work faster on a keyboard, or because they use a laptop at home.

The decision to allocate a word processor lies with the academy, in any circumstance the grammar and spell check functions must be turned off.

Students at the academy have access to using a word processor when it is demonstrated that the quality of their language significantly improves, or the legibility of their work significantly improves because of using a word processor. This is their normal way of working.

Students are identified as having significant improvement in the quality of their language due to:

- A learning difficulty which has substantial and long-term adverse effect on their ability to write legibly.
- A medical condition.
- A physical disability.

- A sensory impairment.
- Planning and organisational problems when writing by hand.
- Poor handwriting (AA5.8.4).

The use of a word processor will be considered and allocated at the start of a course having firmly established a picture of need and normal way of working during a student's first years at the Academy.

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

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

The use of a word processor does not allow the student to be granted extra time. An application for extra time can be applied for on a separate basis, if it is judged that the candidate's persistent and significant difficulties in interpreting questions and formulating their typed responses meet the criteria published for extra time, and an approved application has been made through Access Arrangements Online (AAO).

The academy will build a picture of the need of students during their first years at the academy to establish their normal way of working. This may include the use of a word processor for extended writing during lessons, internal assessment and examinations.

The use of a word processor in non-examination assessment components, for example coursework or controlled assessment components, will be considered standard practice and normal way of working unless prohibited by the specification.

There is not a requirement to process an application for a word processor using Access Arrangements Online (AAO). No evidence is needed to support the arrangement (AA 5.8)

The use of a word processor

The academy complies with AA Chapter 5 access arrangements in the following ways.

- Word processors used in exams **must not include AI functionality**. All AI features will be disabled or unavailable.
- Provides a word processor with the spelling and grammar check functions turned off, where this is the student's normal way of working.
- Only grants the use of a word processor to a candidate if it is

Word processing in examinations

A candidate who is authorised to use a word processor during an examination will be accommodated in a separate room to the main examination. They may be accommodated with other candidates who use a word processor. This is to reduce disruption to candidate who do not have use of a word processor.

To comply with JCQ ICE regulations the academy will:

- Provide a word processor with the spelling and grammar check facility/predictive text disabled. An annual audit will take place on all exam laptops and word processors for AI functionality (ICE 14.20)
- Where a candidate is to be seated with the main cohort without the use of a power point, check the battery capacity of the word processor before the candidate's examination to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- Ensure that once the candidate has completed their examination their centre number (34511), candidate number and the unit/component code is written as a header or footer (ICE 14.22)
- If completing this information by hand, the candidate will be supervised to ensure that he is solely performing this task and not re-reading his answers or amending their work in any way.
- Ensure the candidate numbers each page of the typed script, e.g. page 1 of 6 (ICE 14.23)
- Ensure the candidate is reminded to save their work at regular intervals (ICE 14.24)
- Instruct the candidate to use a minimum of 12pt font and double spacing to assist examiners when marking (ICE 14.24)

Printing the script at the end of the exam

At the end of the exam, candidates who use a word processor will be escorted to the printer by an invigilator. The candidate will be required to verify that the work printed is their own. The word processor script will be attached to any answer booklet which contains answers.

Monitoring and Review

This policy will be reviewed by the governing board, principal, head of centre and examinations officer on an annual basis in conjunction with the Examinations Policy.

The scheduled review for this policy is March 2027.

Cyber security

(GR 3.20-21)

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

- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*

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

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

Appendix 3

Exams - Roles & Responsibilities

Morning Exams (9am start)		
8am – 8.30am		
Task	**Responsible**	**Link**
Minibus pickup/Taxi	Attendance	SLT-DSL
Seating plans put up	Admin	EO
Calls for key students	Year Lead	KS4 Director
Invigilator briefing (8am)	EO	SLT-AP
Distribution of exam papers (8.15am)	EO	SLT-AP
Distribute exam papers in exam hall/dance studio	Invigilators	EO
Collection of HC exam papers (8.15am)	HC Invigilator	EO
Download online papers and send them to HC with access codes	EO/EO Asst	SLT-AP
8.30am-8.40am		
Check of exam area set up	SLT-AP	EO
Load online papers	SendCo Admin	SENDCO
Move students from red seated area to inspire rows	KS4 Director	SLT lead
Attendance checks and briefing for RISE students (Location – RISE)	RISE-DSL	SLT-DSL
8.40am-9am		
Confirmation of attendance to SLT lead	KS4 Director	SLT lead
Attendance calls	Year Lead	KS4 Director
Exam briefing	HOD	SLT lead
Students released to HC confirm release to HC	KS4 Director	SLT lead
Students released to exam hall/dance studio	KS4 Director	SLT lead
RISE staff deliver students to exam areas at 8.55am	RISE-DSL	SLT-DSL
9.00am-9.10am		
Attendance checks to be completed by Year Lead	Year Lead	KS4 Director
Attendance calls and actions within first 10 minutes	Year Lead	SLT-DSL
Afternoon Exams (1pm Start)		
Class teachers to bring students to early lunch (12.15pm)	Yr 11 Teacher	SLT-AP

12pm – 12.30 pm		
Seating plans put up	Admin	EO
Distribution of exam papers (12.15pm)	EO	SLT-AP
Distribute exam papers in exam hall/dance studio	Invigilators	EO
Collection of HC exam papers (12.15pm)	HC Invigilator	EO
Download online papers and send them to HC with access codes	EO/EO Asst	SLT-AP
12.30pm-12.45pm		
Check of exam area set up	SLT-AP	EO
Load online papers	SendCo Admin	SENDCO
Move students from red seated area to inspire rows	KS4 Director	SLT lead
Attendance checks and briefing for RISE students (Location – RISE)	RISE-DSL	SLT-DSL
12.45pm-1pm		
Confirmation of attendance to SLT lead	Year Lead	SLT lead
Exam briefing	HOD	SLT lead
Students released to HC confirm release to HC	KS4 Director	SLT lead
Students released to exam hall/dance studio	KS4 Director	SLT lead
RISE staff deliver students to exam areas at 12.55 pm	RISE-DSL	SLT-DSL
1pm-1.10pm		
Attendance checks to be completed by LJA	Year Lead	SLT lead