



Hidelow Grange School

Examinations Policy

Written: February 2018	Reviewed: November 2024 by C James
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Role: Exams Officer	
Implemented: September 2022	

CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

Examinations policy

The purpose of this policy

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

Roles and Responsibilities

Exams officer

- Being aware of examination changes each academic year and updating examination-related policies annually
- manages the administration of public and internal exams
- Liaising with a wide range of internal and external stakeholders, including students, parents, Heads of Departments, teachers, reception staff, care staff and award organisations
- managing the examination entry process, including gathering information from teaching staff to ensure that students' examination entries are made correctly and on time, making amendments/withdrawals etc.

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies
- Managing the examination preparation process. This includes preparing examination timetables for students and staff; creating seating plans for each examination room; briefing candidates, staff and parents; receiving, checking and securely storing confidential examination materials; administering internal assessment etc.
- Managing examination days in accordance with awarding body regulations, including preparing for each exam day, starting an examination, dealing with emergencies, irregularities and malpractice, ending the examination, collecting the examination scripts and packing and dispatching examination scripts
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved
- communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their care staff are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- works with the SENCo and Headteacher to administer access arrangements and make applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs
- organises the recruitment, training and monitoring of the exams invigilators who are responsible for the conduct of exams - This includes training new invigilators and updating existing invigilators on rules and regulation changes on an annual basis
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Issuing examination certificates
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Contingency planning

Subject Teachers are responsible for:

- Notification of access arrangements requirements to the SENCo (as soon as possible after the start of the course).
- Submission of candidates' names to the Exams Officer.

- Submission of specification codes to the Exams Officer.
- Liaison with the Exams officer to set dates and apply for formal assessments such as Entry Level and Functional Skills exams.

The SEN Co-ordinator (SENCO) is responsible for:

- Identification and testing of candidates who are eligible for access arrangements in line with JCQ requirements. This includes engaging with appropriately qualified specialist assessors to gather the evidence required to apply for access arrangements to be made.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- Working with teachers and support staff to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations. This ensures that all students who need access arrangements understand how to make best use of these when the public exam takes place.

Invigilators are responsible for:

- Collection of exam papers and other material from the Exams Officer before the start of the exam.
- Ensuring all candidates have an equal opportunity to demonstrate their abilities
- Preventing possible candidate and administrative malpractice and failures
- Liaising with the examination officer
- Be familiar with JCQ's 'Instructions for Conducting Examinations', the 'Warning to Candidates', 'Information for Candidates' and 'Mobile Phones' posters and any specific instructions relating to the subjects being examined
- Give all their attention to conducting the examination properly and be able to observe each candidate in the examination room at all times
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Officer
- Inform the Head of Centre if they are suspicious of the security of the examination process

Candidates are responsible for:

- Complying with the behavioural expectations within the exam room.
- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Exam Seasons and Timetable

- Internal exams and assessments are scheduled as and when appropriate to meet the needs of the curriculum.

- External exams and assessments are scheduled in November, April, May and June (and as specified by the exam board schedule).
- Internal exams are held under external exam conditions.
- Subject teachers make recommendations to the Headteacher who will make a decision about which exam series are used in the school.
- Once confirmed, the Exams Officer will circulate the exam timetable for internal exams and external exams.

Entries, entry details and late entries

- Candidates are selected for their exam entries by the Headteacher in consultation with the subject teacher.
- Candidates or parents/carers can request a subject entry, change of level or withdrawal.
- The school will consider making entries from former candidates and where appropriate external candidates when they are not registered at another centre.
- The school does not act as an exam centre for other organisations.
- Entry deadlines are circulated to Subject Teachers by the Exams Officer.
- Late entries are authorised by Head Teacher in consultation with the Subject Teacher and Exams Officer

Exam fees

Exam fees, late entry fees and amendment fees are paid for by the school.

Equality Act 2010 and SEND

The centre will meet the disability provisions under Equality Act 2010 by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Exams Officer with the support of the SENCo and subject teachers.

Access Arrangements

Subject teachers and SENCo will discuss the individual needs of students who may require special arrangements in exams. A candidate's access arrangements requirement is determined by the SENCo who is responsible for submitting completed access arrangement applications to the relevant awarding bodies, and putting the arrangements in place on the day of the examination.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer and Headteacher. See appendix A.

Estimated grades

Subject Teachers are responsible for submitting estimated grades to the Exams Officer when requested to do so.

Malpractice

The Head Teacher is responsible for investigating suspected malpractice. The school will follow the JCQ Malpractice Guidance (and for BTEC qualifications the Edexcel BTEC malpractice guidance found in the BTEC handbook).

Introduction

Hidelow Grange School manages malpractice, in accordance with the JCQ General Regulations for Approved Centres (section 5.11). Under normal delivery arrangements we take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations according to JCQ requirements. Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2024.

Purpose of the policy

This policy addresses malpractice under the specific arrangements for delivery in Summer 2024.

General Principles

In accordance with the regulations, Hidelow Grange School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after the determination of grades process.
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation, including:
 - the JCQ M1 form in a case of suspected candidate malpractice
 - the JCQ M2 form in a case of suspected malpractice / maladministration involving a member of centre staff
- As required by an awarding body, investigate any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication JCQ Suspected Malpractice: Policies and Procedures 2022-2023 and provide such information and advice as the awarding body may reasonably require

Reporting malpractice

Candidates (or an individual acting on their behalf)

In accordance with JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2024 each candidate will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.

Where a candidate might attempt to gain an unfair advantage during the centre's process on the determination of grades by, for example, submitting fabricated evidence or plagiarised work, or any other act deemed as malpractice in the JCQ Suspected Malpractice: Policies and Procedures 2022-2023, Hidelow Grange School School will submit a report of suspected candidate malpractice to the relevant awarding body.

Where a candidate, or an individual acting their behalf such as a parent/carer, might try to influence grade decisions by applying pressure to the centre or any of its staff, Hidelow Grange School will keep and retain clear and reliable records of the circumstances and the steps taken, and make the candidate aware of the outcome. This will include a record that confirms the candidate had been made aware of the evidence that was going to be used and understand that the range of evidence used to determine a grade was not negotiable.

However, if a candidate or an individual acting on their behalf continues to inappropriately attempt to pressure centre staff, a report of suspected candidate malpractice will be submitted to the relevant awarding body.

A report will be submitted by completing the appropriate documentation as guided by the individual awarding body concerned, including the form JCQ M1 Report of suspected candidate malpractice.

- This form must be used by the head of the centre to notify the appropriate awarding body of an instance of suspected candidate malpractice in the conduct of examinations or assessments
- It can also be used to provide a report on investigations into instances of suspected malpractice
- In order to prevent the issue of erroneous results and certificates, it is essential that the awarding body concerned is notified immediately of instances of suspected candidate malpractice

Centre staff

Hidelow Grange School will report any instances of potential malpractice (which includes maladministration) where any centre staff fail to follow the published requirements for determining grades.

Examples of potential malpractice taken from the JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2024 includes but is not limited to:

- Exam entries are created for students who had not studied the course of entry or had not intended to enter for June 2024
- Grades created for students who have not been taught sufficient content to provide the basis for that grade
- A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades
- A teacher fabricating evidence of candidate performance to support an inflated grade
- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes and assessment materials, to support an inflated grade
- A teacher intentionally submitting inflated grades
- A failure to retain evidence used in the determination of grades in accordance with the JCQ Grading guidance
- A systemic failure to follow the centre's policy in relation to the application of Access Arrangements or Special Consideration arrangements for students in relation to assessments used to determine grades
- A failure to take reasonable steps to authenticate student work
- A failure to appropriately manage Conflicts of Interest (COIs) within a centre
- A Head of Centre's failure to submit the required declaration when submitting their grades
- Grades being released to students (or their parents/carers) before the issue of results
- Failure to cooperate with an awarding body's quality assurance, appeal or investigation processes
- Failure to conduct a centre review or submit an appeal when requested to do so by a student

A report will be submitted by completing the appropriate documentation as guided by the individual awarding body concerned, including the form JCQ M2 Notification of suspected malpractice / maladministration involving centre staff.

- This form must be completed by the head of centre before an investigation commences to notify an awarding body of an instance of alleged, suspected or actual malpractice or maladministration
- The form must be completed and submitted to the appropriate awarding body immediately a suspicion is raised or an allegation received

Exam days

The Headteacher is responsible for ensuring arrangements and plans are put in place to ensure exam conditions are in place.

The Exams Officer will prepare all exam rooms and make the question papers, exam stationery and materials available for the invigilator.

The invigilator will start all exams in accordance with JCQ guidelines.

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

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. GCSE papers will be distributed to subject teachers at the end of the exam session.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or senior invigilator.

Note: candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times. **This cannot be the teacher for that subject.**

The Exam Officer is responsible for handling late candidates on the day with the support of the care staff and Head Teacher. Subsequently the Subject leader is responsible for handling absentees.

For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer and Head Teacher.

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

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from their doctor. The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Word Processors

In line with JCQ Regulations, we provide a word processor for use in public exams if it is the pupil's normal way of working within the centre and is appropriate to the pupil's needs.

The “normal way of working within the centre” includes the use of a word processor in the classroom and, if applying from Year 7 upwards, also during internal and mock examinations. This condition does not apply in the case of sudden physical injury (e.g., broken wrist).

“Appropriate to the pupil’s needs” means that provision of a word processor is necessary to avoid the candidate being placed at a substantial (rather than minor) disadvantage in the examination as a consequence of persistent and significant difficulties.

The “needs” of a pupil that would therefore typically lead to them being considered for the use of a word processor include:

- A learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand

This list is not exhaustive

A word processor cannot be granted to a pupil because:

- The pupil prefers to type rather than write
- The pupil can work faster on a keyboard
- The pupil uses a word processor at home

For external examinations, an application for a word processor must be with the Exams Officer no later than 21 February of the year that the examination is to be taken. This allows for the provision of access arrangements from the perspective of timetabling, equipment, accommodation and staffing, and suitable training and practice for the pupil. This deadline does not apply when there is a temporary physical injury e.g., broken wrist.

In line with JCQ regulations, the Centre is responsible for determining suitable access arrangements for pupils. Recommendations in privately commissioned reports will not automatically be accepted and the final decision is made by the Centre. In any case, any such recommendations must be received by the School before the 21 February deadline mentioned above.

To be accepted for the use of a word processor all candidates must meet the criteria outlined above.

Candidates who have been granted use of a word processor in examinations are provided with one in essay-based subjects

Marks and Appeals

Marks for all internally assessed work and estimated grades are provided to the Exams Officer by the subject teachers.

Appeals relating to Internal Assessment (*Centre assessed marks*)

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

Certain components of GCSE and GCE non-examination assessments (or units of coursework) that are internally assessed (marked) by the centre, and internally standardised, contribute to the final

grade of the qualification. The marks awarded (the internal assessment decisions) are then submitted (by the deadline set) to the awarding body for external moderation.

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

This procedure confirms our compliance with JCQs General Regulations for Approved Centres (section 5.7) that we will:

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

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. We are committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will take place to ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of this appeals procedure to consider whether to request a review of the centre's marking.

Appeals Process (*Internal assessment decision*)

The following steps will be taken:

1. Centre staff will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Candidates will be informed that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Upon receipt of a request for copies of materials, the centre will promptly make them available to the candidate within 7 calendar days.
4. Sufficient time will be provided to candidates in order to allow them to review copies of materials and reach a decision.
5. A deadline will be provided for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 7 calendar days of receiving copies of the requested materials by completing the internal appeals request form.

6. There will be 7 calendar days allowed for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. We will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. The reviewer will be instructed to ensure that the candidate's mark is consistent with the standard set by the centre.
9. We will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre.

A written record of the review will be kept and made available to the awarding body upon request.

Important Note:

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

Results, Enquiries about Results (EAR), Access to Scripts (ATS) and Certificates

Arrangements for the receipt of results will be made by the Head Teacher and Residential Manager in advance of Results Day. Candidates will receive their results in writing. These may be collected in person or delivered to their home address. Arrangements for the school to be open on Results Day are the responsibility of the Head Teacher.

EAR may be requested by school staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before an EAR can be requested. If a result is queried, the exams officer, teaching staff and Head Teacher will investigate the feasibility of asking for a re-mark at the school's expense.

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

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

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

GCSE re-marks cannot be applied for once a script has been returned.

Certificates are collected by the candidate from a notified date (TBC yearly), after which they will be posted to candidates. Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

The school retains uncollected certificates for four years.

Appeals procedure

Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Following the issue of results, awarding bodies make post-results services available. The Exams Officer within the centre will facilitate access to these services and communicate with candidates how to access the services and appropriate deadlines for making requests.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. If the centre or a candidate (or their parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

Reviews of Results (RORs) offers three services:

- Service 1 – clerical re-check
- Service 2 – review of marking
- Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an ROR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected after the publication of results.

If a concern is raised about a particular examination result, the Exams Officer will work with teaching staff, heads of department and the Head of Centre to investigate the feasibility of requesting an enquiry supported by the centre.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate ROR fee to the centre, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting an ROR.

The appellant will be informed of the outcome of their appeal before the internal deadline for submitting an ROR.

Following the ROR outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet will be consulted to determine the acceptable grounds for any preliminary appeal.

Where the Head of Centre is satisfied after receiving the ROR outcome, but the candidate (or their parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

Appeals Process (*Centre decision not to support an awarding body appeal from a candidate*)

The following steps will be taken:

- 1) The internal appeals form should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the ROR. Page 5 of 11 Subject to the Head of Centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the enquiry about results process.
- 2) Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available upon request from the Exams Officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.
- 3) We will inform the candidate in writing of the outcome of the appeal once received from the awarding body

Appeals regarding centre decisions relating to access arrangements

The following steps will be taken:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications Access Arrangements and Reasonable Adjustments and A guide to the special consideration process
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations, we:

- Recognise our duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with our responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates AARA (Importance of these regulations) Page 6 of 11

Special consideration

Where we hold signed evidence to support an application, we will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include Hidelow Grange exam centres decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where a decision is made in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted

An internal appeals form should be completed and submitted within 5 working days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 3 working days of the appeal being received and logged by the centre.

If the appeal is upheld, SENCo will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause decisions to be made on administrative issues that may affect a candidate's examinations/assessments.

Where Hidelow Grange exam centres may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied

with the regulations or followed due process, a written request setting out the grounds for appeal should be submitted

- An internal appeals form should be completed and submitted within 5 working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 3 working days of the appeal being received and logged by the centre.

Controlled Assessment Guidance

Head Teacher is responsible for:

- Ensuring the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Co-ordinating the schedule for controlled assessments.
- Mapping overall resource management requirements for the year. As part of this resolving:
 - Clashes/ problems over the timing or operation of controlled assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
 - Ensure that all staff involved have a calendar of events

Subject teachers are responsible for:

- Ensuring that at least the appropriate percentage of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Internal standardisation of the marking of all teachers involved in assessing an internally assessed component.
- Ensuring that they understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication *Instructions for conducting controlled assessments*.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensuring that all confidential materials, together with the work produced by the candidates, are stored securely at all times in accordance with sections 2.1 and 2.2 of *Instructions for conducting controlled assessments*.
- Understanding and complying with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supplying the Exams Officer with details of all unit codes for controlled assessments.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times in accordance with sections 2.1 and 2.2 of "Instructions for conducting controlled assessments".
- Supervising assessments (at the specified level of control). Undertaking the tasks required under the regulations, only permitting assistance to pupils as the specification allows.

- Ensuring that pupils and supervising staff sign authentication forms on completion of an assessment.
- Marking internally assessed components using the mark schemes provided by the awarding body. Submit marked assessments for internal validation as required. Submit marks through the Exams Office to the awarding body when required, keeping a record of the marks awarded.
- Retaining candidates' work securely between assessment sessions (if more than one).
- Post-completion, retaining candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Asking the SENCo for any assistance required for the administration and management of access arrangements.

Exams Officer is responsible for:

- Entering students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Entering students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, is responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Distributing mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arranging suitable accommodation where controlled assessment can be carried out, in consultation with the Head Teacher.

Staff conducting Controlled Assessments should be aware of the following changes and understand:

- The three levels of supervision i.e. Formal, Informal or Limited and the differences in the management of these assessments.
- That in the case of Formal Supervision candidates should NOT have access to e-mail, the internet, mobile phones or any other electronic devices
- That if videos or photographs/images of the candidates are to be included as part of presentation consent must be obtained from the Care Team/ Social Worker.
- That formal permission is not needed for word processing unless otherwise stated in the Examination Board's Specification. A candidate using a word processor must ensure that his/her name appears on every page as a header or footer.

Subject teachers should also keep a Subject log which contains:

- The date and time of each assessment together with its title
- The name of the supervising teacher
- A list of candidates who were present during the assessment
- A list of any absent candidates
- A log of any incidents which occurred during the assessment
- Give each candidate a copy of the JCQ Notice to Candidates (for controlled assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

Conflict of Interest

Introduction

In order to comply with JCQ (Joint Council for Qualifications) Regulations, Hidelow Grange School is required to have in place a conflict of interest policy that enables us to identify, manage and mitigate conflict of interest. All staff and other individuals have a responsibility to be aware of the potential for a conflict of interest.

Purpose

The purpose of this policy is to protect our integrity as a school and the integrity of our qualifications. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise as a result of the Schools role as delivering courses. This policy:

- Defines what is meant by conflict of interest
- Describes the role of conflict of interest in the context of working with, or for, an awarding organisation
- Sets out the responsibilities for managing conflict of interest at each level in the organisation.

Scope of policy

This policy applies to all staff and other individuals who interact or potentially interact with the work of the awarding organisation. This includes individuals involved with any aspects of the creation, marketing, sales, distribution, marking, invigilation or any other activity connected with qualifications, tests and assessments, and supporting resources and services.

The individuals falling within the scope of this policy include all staff employed by the School on full time, part time or sessional basis.

Definition of conflict of interest

A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

Conflicts of interest can arise in a variety of circumstances for example, but is not exclusively limited to:

- When an individual has a position of authority in one organisation that conflicts with his or her interests in another organisation.
- Where someone works for or carries out work on the Schools behalf, and is therefore defined as a member of staff, who also has friends or relatives taking assessments or examinations in the same subject area in which the member of staff works and within the same organisation
- Where someone works for or carries out work on the Schools behalf, and is therefore defined as a member of staff, who is directly supporting friends or relatives taking assessments or examinations in a subject area in which the member of staff has been asked to invigilate, even though the staff member does not officially teach that subject at the school.

Principles

In order to maintain compliance with JCQ Regulations, the School will:

- Review our processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.

- Ensure that all members of staff declare any interest for friends or family sitting examinations.

Responsibilities

Exams Officer has responsibility for:

- Communicating to all staff involved in the teaching and assessment and moderation of exams

Manage Conflicts of Interest by informing the awarding bodies, before the published deadline for entries, of:

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

Maintain clear records of all instances where:

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

Head of Centre

Has responsibility for monitoring the role of the exams officer.

All staff

Individuals within Hidelow Grange School have responsibility for ensuring that they are familiar with the Conflict of Interest Policy.

All individuals will be required annually to read and understand the Conflict of Interest Policy.

The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether or not it represents a conflict of interest it should be reported.

Prior to each examination series all staff and other individuals, must inform the Exams Officer of any candidates being entered for its examinations and other assessments, who are family members, other relatives or friends.

Artificial Intelligence (AI) Policy

Introduction

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs) for General Qualifications, coursework and internal assessments. This document is primarily intended to provide guidance in relation to these assessments.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be the pupil's own;
- Pupils who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Pupils and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Pupils must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the pupil and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section below);
- Teachers and assessors must only accept work for assessment which they consider to be the pupil's own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of pupil work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

AI Misuse

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

Communication with Pupils

Hidelow Grange School will clearly communicate the policy to pupils through course materials, exam instructions and regular class \ assembly briefings

We will emphasize the consequences of using unauthorised AI, such as disqualification, failure, or disciplinary action.

Detection Measures

Potential indicators of AI use If you see the following in pupils' work, it may be an indication that they have misused AI:

- a) A default use of American spelling, currency, terms and other localisations*
- b) A default use of language or vocabulary which might not appropriate to the qualification level*
- c) A lack of direct quotations and/or use of references where these are required/expected. Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- d) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
- e) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered

- f) A difference in the language style used when compared to that used by a pupil in the classroom or in other previously submitted work
- g) A variation in the style of language evidenced in a piece of work, if a pupil has taken significant portions of text from AI and then amended this
- h) A lack of graphs/data tables/visual aids where these would normally be expected
- i) A lack of specific local or topical knowledge
- j) Content being more generic in nature rather than relating to the pupil themselves, or a specialised task or scenario, if this is required or expected
- k) The inadvertent inclusion by pupils of warnings or provisos produced by AI to highlight the limits of its ability.
- l) The submission of pupil work in a typed format, where their normal output is handwritten
- m) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit
- n) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- o) Overly verbose or hyperbolic language that may not be in keeping with the pupil's usual style

*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content. However, some AI tools will produce quotations and references.

Prevention Strategies

Below outlines strategies for preventing unauthorised AI use, including:

- Invigilation during exams.
- Randomised question pools to discourage sharing.
- Automated detection from online programs such as Copilot, OpenAI Classifier, GPTZero
- Use of secure exam platforms with AI detection capabilities.
- Designing coursework assignments that require critical thinking and personalised responses
- Pupils at Hidelow Grange School do not have unsupervised access to the internet. Support staff and invigilators monitor pupils online at all times therefore limiting the opportunities pupils have to access or use AI

Reporting and Investigation

If your suspicions are confirmed and the pupil has not signed the declaration of authentication, the centre doesn't need to report the malpractice to the appropriate awarding organisation. We can resolve the matter prior to the signing of the declarations.

Teachers must not accept work which is not the pupil's own. Ultimately the Head of Centre has the responsibility for ensuring that pupils do not submit inauthentic work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the JCQ Suspected Malpractice: Policies and Procedures [AI-Use-in-Assessments Feb24 v6.pdf](#)

Consequences

If AI misuse is suspected by a teacher, or if it has been reported by a pupil or member of the public,

it must be reported immediately. The relevant awarding body will liaise with the Head of Centre regarding the next steps of the investigation and how appropriate evidence will be obtained.

The awarding body will then consider the case and, if necessary, impose a sanction in line with JCQ Suspected Malpractice: Policies and Procedures (https://www.jcq.org.uk/wp-content/uploads/2024/08/Malpractice_Sep24_FINAL.pdf)

The sanctions applied to a pupil committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and the pupil being barred from entering for one or more examinations for a set period of time.

Awarding organisations will also take action, which can include the imposition of sanctions, where centre staff are knowingly accepting, or failing to check, inauthentic work for qualification assessments.

Pupil Support and Education

Hidelow Grange School will provide resources for pupils to understand the policy and the importance of academic integrity. We will also offer guidance on how to avoid inadvertently using unauthorized AI.

Compliance with JCQ Regulations

Hidelow Grange School are fully committed to complying with JCQ regulations and guidelines regarding the prevention of unauthorised AI use.

Review and Continuous Improvement

Hidelow Grange School are fully committed to regular reviews of the policy to adapt to evolving technologies and emerging best practices

Monitoring

This policy will be reviewed by the Exams Officer every year. The date of next review will be: **September 2025.**

Links to other Policies and Procedures

For further information on aspects of this policy please refer to:

- Curriculum Policy
- Teaching & Learning Policy
- Behaviour Policy
- SEND Policy
- Safeguarding Policy
- Subject Policies and Subject Development Plans
- Complaints policy
- Data Protection Policy
- Equalities policy
- Whistleblowing Policy

Roles & Responsibilities

Appendix A

Contingency Planning

This contingency plan concerns the steps Hidelow Grange School will take in the event of disruption to assessments or exams. This disruption may be the result of a local or national emergency or event that is outside the control of the school and candidates.

This contingency plan will be reviewed in advance of each exam or assessment series. Consideration will be made of how, if the contingency plan is invoked, the school will comply with the awarding organisation's requirements.

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

In the absence of any instruction from the relevant awarding organisation, the school will make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean

relocating to alternative and appropriate premises on or off-site. On-site it may be held in the Training Room, an empty cottage or in the Vocational Workshop. Off-site it may be possible to hold it in a private room at Bromyard Library.

The Exams Officer will discuss alternative arrangements with the awarding organisation if:

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

In the event of disruption, the Exams Officer will

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether the school is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination the Exams Officer will refer to JCQ's ['Centre emergency evacuation procedure'](#).
6. Communicate with care staff and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam, the Exams Officer will

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. The Exams Officer will not make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

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

If any students have been adversely affected by disruption, the Exams Officer will ask the awarding organisation about applying for special consideration.

Decisions about special consideration is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

If the Exams Officer takes extended absence from work at key points in the Exams Cycle:

In this event, the Head Teacher will appoint a Deputy Exams Officer. This may be another teacher or the Administration Assistant. The Exams Officer will ensure relevant information is available to the Head Teacher in this eventuality.

To minimise disruption, the Exams Officer will ensure all relevant policies, procedures and the Exam Cycle are up to date at all times.

If the SENCo takes extended absence from work at key points in the Exams Cycle:

The Head Teacher will appoint a suitable Deputy SENCo as rapidly as possible, who will follow procedures and practices within the SENCo remit.

The Exams Officer will ensure relevant information is available to the Head Teacher in this eventuality.

To minimise disruption, the Exams Officer will ensure all relevant policies, procedures and the Exam Cycle are up to date at all times.

If candidates are unable to take examinations because of a crisis: centre remains closed/open:

The Exams Officer will communicate with relevant awarding organisations at the outset to make them aware of the issue.

The School will communicate with carers and candidates regarding solutions to the issue. This may involve candidates sitting exams at a different venue such as the Training Room, a private room in an empty cottage on-site, or a private room at Bromyard library. In these circumstances, Exams Officer to liaise with Exam Boards as soon as possible.

Exams officer to apply to the Exam Boards for special consideration for those affected.

If an invigilator is, absent from work on the day of an exam:

In this event, the Exams Officer and/ or Head Teacher will make a decision whether or not the invigilation arrangements need to be changed.

If there are insufficient invigilators for the number of candidates: the Headteacher/ Exams Officer will ask candidates at the start of the day whether they intend to use a scribe in their exam. If it is possible to sit two candidates in the same room because neither is using a scribe, this will be arranged.

If there are still insufficient invigilators, the Headteacher/ Exams Officer will prioritise the Year 11 students who would not get a chance to sit the exam later whilst at Hidelow Grange.

JCQ have provided further support on the following website: <https://www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/>

Appendix B

Enquiry About Results (EAR) Procedure

If a candidate wishes to query a result, they must do so as a matter of urgency. Awarding Bodies set very strict deadlines for any enquiries. These deadlines and associated costs will be published on results days.

Any query should first be discussed with the appropriate subject teacher.

The following Enquiries about Results (EAR's) are available:

Service 1 – Re-check of all clerical procedures leading to a result

Service 2 – Post-results review of the original marking to ensure the agreed mark scheme has been applied correctly
Priority Service 2 – review completed within 18 calendar days (only available for A level results if the candidates place in further/higher education is dependent on the outcome)

Service 3 – Post-results review of moderation to ensure the assessment criteria has been fairly, reliably and consistently applied

The following Access to Scripts (ATS) options are available:

- A photocopy of scripts after Service 1 or Service 2 has occurred
- A level students will be able to apply for a photocopy of a script prior to lodging an EAR. A copy of a script cannot be requested if a candidate wishes to proceed with Priority Service 2.
- Original scripts can be returned

The Exams Officer should be approached by either the teacher or student to submit the enquiry or ATS request.

For all EAR's the candidate must complete Appendix A from the JCQ instructions on Post Results Services. This confirms that the candidate understands that the re-mark may result in the original mark being lowered as well as raised.

If the School is to query the results then the appropriate form should be completed confirming who will pay for the re-mark. The Headteacher's signature will be required.

If the student is to query the result then appropriate payment, in the form of a cheque, must be provided to the Exams Officer, before the enquiry can be submitted. The cheque will be held securely by the Exams Officer until the enquiry has been finalised. If the EAR results in the original overall certification grade remaining unchanged then a charge will apply and the candidates' fee will be cashed. If the original certification is amended, there will be no charge and the fee will be returned to the student.

Any Service 3 EAR's should be requested by the teacher using the appropriate paperwork from the Examinations Officer. No candidates consent is required.

The outcome of the EAR will be communicated to the original requestor.

Appendix C

Severe disruption or evacuation during external exams

Possible Causes: Unreasonable noise disruption; Fire/Bomb/Flood Alert during an Exam

Unreasonable noise disruption

In the event of a severe disruption in an externally set examination, invigilators are advised to:

- stop the examination,
- instruct the candidates to close their answer books and exam papers,
- make a note of the time and summon help (Exams Officer/Head Teacher) to sort out the problem.
- Exam room conditions must be maintained.
- When the disruption has been resolved the candidates can resume their examination and the time taken to resolve the issue added on at the end of the examinations.
- The candidates must be supervised at all times and thus the break in the examination can be regarded as 'a supervised rest break'.
- An incident log (Appendix 3) must be completed with the timing of the disruption recorded.
- The Exams Officer will inform Examining Bodies if necessary.

Fire/Bomb/Flood Alert during an Examination

In the event of a fire alarm or bomb alert sounding (or any other emergency situation arising) during an examination:

- The first priority of the invigilators is to preserve life.
- The next priority is to ensure the security of the examination.
- The invigilator should summon assistance, if there is time and it is appropriate, via the Exams Officer who will confirm if immediate evacuation is necessary and notify the Head Teacher.
- A decision will be made as to whether a full evacuation is necessary.
- If the emergency is over quickly, the candidates should resume the examination.
- A careful note of the time of resumption must be noted and the full time allocated for the examination given to complete the examination, ignoring the interruption.
- An incident log (Appendix 3) must be completed with the timing of the disruption recorded.
- A special consideration form will be completed for those affected.

Appendix D

Procedure for Emergency Evacuation from an Examination

If it is necessary to evacuate the building the invigilator should:

- Stop the exam making a note of the time;
- Instruct candidates to leave all exam papers, scripts and writing equipment behind;
- Evacuate the room in silence;
- Follow the school emergency evacuation procedures;
- Supervise candidates closely to maintain silence throughout the evacuation;
- Keep candidates separate from any other pupils;
- If necessary, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- If it is safe to do so, the invigilator should take the exam papers, seating plan and all equipment with them.

On return to the exam room, the invigilator should:

- Make a note of the time and how long the evacuation lasted;
- Allow the candidates the full working time set for the examination.
- Make a full report of the incident and the action taken (Appendix 3), and send to the relevant awarding body.

Appendix E

Further Guidance to Inform and Implement Contingency Planning

Ofqual Guidance

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/jointcontingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northernireland>

JCQ Guidance

General regulations <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK Guidance

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lostdue-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scriptsguide>