

St Michael's Catholic Grammar School

A Voluntary Aided School in the Trusteeship of St. Michael's Catholic School Trustee, a Member of the Loreto Education Trust
Founded by the Sisters of the Poor Child



Exam Policies 25/26

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Access Arrangements Policy

Key staff involved in the policy

Role	Name(s)
Head of Centre	M Stimpson
SENDCO	N Hinnem
Assessors	I Alexander, A Monsef
Exams officer	N Hinnem
Exams Administrator	N De Lord

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS POLICY

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

1. St Michael's Catholic Grammar School's Policy for Access Arrangements and Reasonable adjustments is written in line with the **Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'** – with effect from 1st September 2025 to 31st August 2026
2. St Michael's adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the JCQ awarding bodies and the Federation of Awarding Bodies (FAB). (See Annexe 1).
3. In line with JCQ regulations, St Michael's will make all decisions with regard to access arrangements based upon:
Whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's

normal way of working at St Michael's– demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available at St Michael's for inspection.

The School will:

- Provide relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long term effect (history of need/history of provision/intervention strategies)
- Provide evidence that the difficulties are persistent and significant (history of need - assessment results/provision/intervention strategies)
- Show evidence of how the disability/difficulty/impairment has impacted on teaching and learning in the classroom (intervention strategies – assessment results – history of need/ provision – staff observations)
- Confirm that the candidate would be at a substantial disadvantage when compared with other candidates undertaking the assessment (history of need/provision/staff observations)
- Confirm that the access arrangement is the candidate's normal way of working within the school as a direct consequence of their disability (history of need/ provision/intervention strategies/staff and exam officer observations).
- Ensure that the arrangement (s) put in place reflect the support given to the candidate in school e.g.:
 - In the classroom;
and
 - In internal school tests and mock exams.

As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects. The key principle is that the specialist assessor can show a history of support and provision.

If a candidate never makes use of the arrangement granted to them – then it is not his or her normal way of working and the arrangement should not be awarded for examinations or indeed it should be removed.*

** The only exception to this is where an arrangement is put into place as a consequence of a temporary injury or impairment.*

For most common access arrangements refer to annexe 2.

4. Supporting evidence:

As per JCQ regulations certain applications may need to be supported with for example:

- A letter from CAMHS or a clinical psychologist or psychiatrist; *or*
- A letter from a hospital consultant; *or*
- A letter from the Local Authority Educational Psychology Service; *or*
- A letter from the Local Authority Sensory Impairment Service; *or*
- A letter from a Speech and Language Therapist (SALT).

5. Assessment:

- For those students potentially requiring access arrangements, formal assessment and application to JCQ is carried out in Year 9 and/or 10 and Year 12 as standard. Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.
- Picture of Need/Normal Way of working - before the candidate's assessment the SENDCO must provide the assessor with the appropriate background information as required by Part 1 of the Form 8
- Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA, section 7.3

Assessor	Qualifications	
I Alexander	SpLDS Assessment Practising Certificate	Expires 11/06/27
A Moncef	BSc (Hons), MSc Child Development, MSc Counselling Psychology HCPC Counselling Psychologist Certificate of Competence in Occupational Testing (Level A & B Intermediate)	Expires 31/05/27

- The SENDCO and assessor must work together to a joined up and consistent process.
- Parents may request an independent assessment. However St Michael's may elect to accept or reject a privately commissioned report. If rejected a member of the Senior Leadership team must provide a brief, written rationale to support this decision which must be available for inspection purposes.
- At St Michael's the examination administrator, examination secretary (member of SLT), SENDCO and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

6. Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment

If a candidate is unable to attend an exam because of illness, bereavement or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the exams administrator (Mr Neville De Lord) exams officer (Mr Neil Hinnem) to that effect.

The candidate must support any special consideration claim with appropriate evidence within 5 working days of the exam.

The exams officer will, where appropriate, make a special consideration application to the relevant awarding body within 10 working days of the exam.

Annexe 1: Access Arrangements:

Access arrangements are agreed before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- Access the assessment;
- Show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments:

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a visually impaired person who could read Braille.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate/learner;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidates.

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

Definition of disability:

Section 6 of the Equality Act defines disability as a *'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'*.

Definition of special educational needs

A candidate has 'special educational needs' as defined in the Education Act 1996 if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

A candidate has a 'learning difficulty' if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age;

OR

- He/she has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind generally provided for children of his/her age in schools within the area of the local authority.

The existence of a medical diagnosis or physical disability in itself does not imply that the candidate in question has special educational needs.

Annexe 2:

1. Supervised rest breaks
2. Extra time of up to 25%
3. Extra time of up to 50%
4. Extra time of over 50%
5. Reader/Computer reader
6. Read aloud
7. Scribe/Voice Activated software
8. Word processor (see separate policy)
9. Transcript
10. Prompter
11. Oral Language Modifier
12. Live speaker for pre-recorded examinations components
13. Sign Language Interpreter
14. Practical Assistant
15. Alternative accommodation away from the centre
16. Other arrangements for candidates with disabilities: amplification equipment; Braille; closed circuit tv; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation with the centre.

Archiving Policy

Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy/data retention policy

Record type	Record(s) description (where required)	Retention information/period	Method of Disposal
Access arrangements information	Any hard copy information kept by the EA relating to an access arrangement candidate.	To be returned to SENCo records and owner at end of the candidate's final exam series.	Confidential waste/shredding
Alternative site arrangements	Any hard copy information generated on an alternative site arrangement.		Confidential waste/shredding
Attendance register copies		To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series whichever is later.	Confidential waste
Awarding body exams administration information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. <i>Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner</i>	Confidential disposal
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	To be logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) <i>until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series)</i>	Returned to candidates or safe disposal

Certificates	Candidate certificates issued by awarding bodies.	Unclaimed/uncollected certificates to be retained securely for a minimum of 24 months from date of issue.	Confidential destruction
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Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction.	Confidential destruction
Certificate issue information	A record of certificates that have been issued.	To be retained for 6 years from the date of certificates issued.	Confidential waste/shredding
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Confidential materials: receipt, secure movement and secure storage logs	Logs recording confidential exam materials received (including encrypted materials received via email or downloaded from an awarding body's secure extranet site), checked and placed in the secure storage facility by the exams officer (or other authorised member of centre staff) throughout the period the materials are confidential	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Conflicts of Interest records	Records demonstrating the management of Conflicts of Interest	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the <u>DfE (Standards &</u>	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding

	<u>Testing Agency) yellow label service</u>		
Entry information	Any hard copy information relating to candidates' entries.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam.	Issued to Subject Staff/ Confidential waste/shredding

		Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.	
Exam room checklists	Checklists confirming exam room conditions and invigilation arrangements for each exam session.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams.	Returned to secure storage for use in future exams. Once it is out-of-date it will be disposed of.	Confidential destruction
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See <i>Exam room checklists</i>	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Invigilator and facilitator training records	A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions	To be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
Moderator reports	Reports by Moderators on the samples marked	To be immediately provided to head of department as records owner.	
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the	To be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other	Confidential waste/shredding

	end of the moderation period	results enquiry has been completed, whichever is later.	
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Overnight supervision information	The JCQ Overnight Supervision form is completed online. The JCQ Overnight Supervision Declaration form is downloaded for signing by the candidate, the supervisor and the head of centre Any hard copy information relating to overnight supervision arrangements. Reports submitted online	To be retained for JCQ inspection purposes until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for a review of mark or ATS request to be submitted to an awarding body	Review of mark consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential waste/shredding
Post-results services: requests/outcome information	Any hard copy information relating to a postresults service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for at least six months following the outcome of the enquiry or any subsequent appeal.	Confidential waste/shredding
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.	To be retained for at least six months following the outcome of the enquiry or any subsequent appeal.	Confidential waste/shredding
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding

Proof of postage – candidates’ work	Proof of postage of sample of candidates’ work submitted to awarding body moderators. (Proof of postage of candidates’ scripts to awarding body examiners/markers)	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate’s clash of timetabled exam papers	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Results information	Broadsheets of public examination results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential waste/shredding
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate’s absence from an exam must be kept until after the publication of results.	Confidential waste/shredding
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Transferred candidate arrangements	Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.	To be retained until the deadline for reviews of marking or the resolution of any outstanding enquiries/appeals for the relevant exam series.	Confidential waste/shredding
Very late arrival reports/outcomes	Any hard copy information relating to a	To be retained until the deadline for reviews of marking or the resolution	Confidential waste/shredding

	candidate arriving very late to an exam. Reports submitted online via CAP.	of any outstanding enquiries/appeals for the relevant exam series.	
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Child Protection and Safeguarding

Key staff involved in the policy

Role	Name(s)
Head of Centre	M Stimpson
Designated safeguarding lead	K Heron
Designated safeguarding lead (deputies)	Y Innes/O Fasunloye
Exams Officer	N Hinnem
Exams Administrator	N De Lord

Purpose of the policy

This policy details how St Michael's Catholic Grammar School, in relation to the management, administration and conducting of examinations and assessments, ensures that the moral and statutory responsibility to safeguard and promote the welfare of children is met.

The policy also details how staff are trained and supported to be alert to, and report, the signs of abuse and neglect and how they will follow centre procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff associated with the management, administration and conducting of examinations and assessments at St Michael's Catholic Grammar School.

Policy aims

- To provide all exams-related staff at St Michael's Catholic Grammar School with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the commitment with regard to safeguarding and child protection to pupils/students, parents/carers and other partners when taking examinations and assessments at St Michael's Catholic Grammar School.
- To contribute to the wider centre Child Protection and Safeguarding Policy

Section 1 – Roles and Responsibilities

Designated safeguarding lead (DSL)

The DSL (and any deputies) will take lead responsibility for child protection and safeguarding in relation to examinations and assessments. The DSL will offer advice, support and expertise in all matters relating to child protection and safeguarding in relation to examinations and assessments.

Exams officer

The Exams Officer will support the DSL as directed, and also undertake all relevant training.

Other exams staff

Invigilators and other facilitators of access arrangements will undertake training as directed by the DSL, report child protection and safeguarding issues/concerns in line with centre processes/policy.

Section 2 – Staff

Recruitment

St Michael's Catholic Grammar School ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments. This is supported by the safer recruitment process which includes:

- completing an application form which includes their employment history and explains any gaps in that history
- providing two referees, including at least one who can comment on the applicant's suitability to work with children
- providing evidence of identity and qualifications
- verifying their mental and physical fitness to carry out their work responsibilities

- verifying their professional qualifications, as appropriate
- carrying out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- asking for written information about previous employment history and check that information is not contradictory or incomplete. We will scrutinise these and resolve any concerns before confirming appointments.
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
 - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity
 - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children
 - ensuring that this member of staff has a subscription to the DBS Update Service (where relevant)
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school staff members, if shortlisted
- Invigilators will be timetabled, trained and briefed by the Exams Administrator.

DBS check information

All information on the checks carried out on those who are employed solely for the purpose of periodic exams-related activity, such as external invigilators/facilitators, will be recorded in the centre's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

Existing staff

All existing staff have been moved to the DBS update system.

If there are concerns about an existing member of staff's suitability to work with children, all relevant checks will be carried out as if the individual was a new member of staff. This action will also be taken if an individual moves from a post that is not regulated activity to one that is.

Anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult will be referred to the DBS:

- Where the 'harm test' is satisfied in respect of the individual (i.e., that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

'Break in service'

To comply with 'break in service' regulations, all external invigilators/facilitators will be required to register with the DBS Update Service on an annual basis and provide consent for the designated senior member of staff in charge of safeguarding arrangements to carry out an online check to view the status of their existing standard or enhanced DBS certificate. This will not apply to any invigilators who meet the 'frequency test' – e.g., working 3 or more times in a 30-day period, or attending the centre at least every 3 months for training, updates etc.

By registering with the Update Service, these staff will be permitted to attend on any day during an exam series (providing they can supply an updated Disclosure Certificate and ID) without the need for additional checks or any additional attendance at St Michael’s Catholic Grammar School.

Agency staff

Written notification will be obtained from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. A check will also be performed to confirm that the person presenting themselves for work is the same person on whom the checks have been made.

Section 3 – Supporting staff

All exams staff at St Michael’s Catholic Grammar School are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding.

They are informed and updated on the contents of the centre Child Protection and Safeguarding Policy by annual training updates.

Training Delivered/Planned

Date	Details of training	Audience
May 22	Safeguarding update from DSL	Invigilators/Scribes
Ongoing	Online safeguarding course from The Exams Office	All new Invigilators
April 25	Safeguarding update from DSL	Invigilators/Scribes/Readers

Section 4 – Reporting

The process for staff to report issues/concerns relating to child protection and safeguarding is to report to the Designated Safeguarding Lead, or one of the Deputy Designated Safeguarding Leads.

If a member of staff needs to make a complaint/report a colleague or other adult who works with children (whistleblowing), they should report to the Head of Centre.

Section 5 - Protocols for one-to one support/supervision

Where staff are engaged in invigilation/facilitation and/or centre supervision on a one-to one basis with a candidate the following protocols should be followed.

Summoning immediate assistance in case of any concern

The Exams Administrator will be summoned by means of mobile phone allowed when in a one to one situation.

Leaving the examination room temporarily

Where a member of staff may accompany a candidate requiring a toilet break the candidate must be accompanied at all times up to the reaching of an unoccupied toilet facility.

Where a member of staff may accompany a candidate who is feeling unwell the candidate should be taken to the Medical Room if an accompanied rest break should not suffice.

References

Keeping children safe in education www.gov.uk/government/publications/keeping-children-safe-in-education--2

Check someone's criminal record as an employer www.gov.uk/dbs-check-applicant-criminalrecord

DBS Update Service www.gov.uk/dbs-update-service

Complaints and appeals

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below

Teaching and learning

1. 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)
2. Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
3. The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions

Centre assessed marking

1. The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the school's Centre Assessed Marking Policy)
2. Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
3. 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
4. Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks

Access arrangements

1. Candidate not assessed by the centre's appointed assessor
2. Candidate not involved in decisions made regarding his/her access arrangements
3. Candidate withdrew consent to personal data being shared electronically
4. Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
5. Exam information not appropriately adapted for a disabled candidate to access it
6. Adapted equipment put in place failed during exam/assessment
7. Approved access arrangement(s) not put in place at the time of an exam/assessment
8. Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

1. Candidate not entered for a required exam/assessment
2. Candidate entered for a wrong exam/assessment
3. Candidate entered for a wrong tier of entry

Conducting examinations

1. Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
2. Room in which exam held did not provide candidate with appropriate conditions for taking the exam
3. Inadequate invigilation in exam room
4. Failure to conduct exam according to the regulations
5. Online or IT system failed during online/word processed exam/assessment
6. Disruption during exam/assessment
7. Alleged, suspected or actual malpractice incident not investigated/reported
8. Eligible application for special consideration for a candidate not submitted/not submitted to timescale
9. Failure to inform/update candidate on the outcome of a special consideration application

Results and Post-results

1. 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
2. Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
3. Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
4. Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
5. Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal - the complainant should refer to the centre's *internal appeals procedure*)
6. Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
7. Centre missed awarding body deadline to apply for a post-results service
8. Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and appeals procedure

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, St Michael's Catholic Grammar School encourages them to try to resolve this informally in the first instance.

A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally, the candidate (or their parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint and how it will be investigated

- A complaint should be submitted in writing.
- The complaint will be acknowledged within 2 working days
- The head of centre will further investigate or appoint a member of the senior leadership team who is not involved in the grounds for complaint and has no personal interest in the outcome to investigate the complaint and report on the findings and conclusion
- The result of the investigation will be communicated within 2 working weeks

How to appeal against the outcome of a formal complaint

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing
- The appeal will be acknowledged within 2 working days
- The appeal will be referred to Chair of Governors or a special Committee of the Governing body for consideration
- The appellant will be told when they can expect to be informed of the conclusion
- The Chair of Governors or Committee will inform the appellant of the final conclusion

Contingency Plan

Purpose of the plan

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

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

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

a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

The term "Centre" in this policy refers to St Michael's Catholic Grammar School, Nether Street, North Finchley, London N12 7NJ

General contingency guidance

- emergency planning and response from the **Department for Education in England**
- handling strike action in schools from the **Department for Education in England**
- school organisation: local-authority-maintained schools from the **Department for Education in England**
- police guidance from **National Counter Terrorism Security Office** and partners on preparing for threats

Possible causes of disruption to the exam process

1. Exam administrator extended absence at key points in the exam process (cycle) (Please see the appendix at the end of policy for more explicit details)

Criteria for implementation of the plan

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

Planning

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- *sufficient invigilators not recruited*

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption

- The Exam Administrator's line manager, is also trained in many aspects of the exam's processes and procedures and would take control
- A close working relationship with a local school would ensure support
- Very experienced senior invigilators could step up, if required.
- If necessary agency staff could be employed
- Subscription to The Exams Office provided support

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

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

Centre actions to mitigate the impact of the disruption

- No one in school works in isolation
- Exam's Officer/Administrator would take control with other members of SLT.
- All key documents are on a shared drive
- The SENDCO has an admin support worker (Venus To) who can step up

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

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

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

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

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

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

Centre actions to mitigate the impact of the disruption

- Ensure all staff know their responsibilities
- Line manager of dept to take control
- Contact awarding bodies where/when necessary (sooner rather than later)

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- Ensure a large pool of invigilators to call on who are adequately trained
- If necessary use teaching staff

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

Criteria for implementation of the plan

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

Insufficient rooms available on peak exam days

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

Centre actions to mitigate the impact of the disruption

- Rooming timetable to be scheduled in advance to ensure any peak points are identified.
- Exams administrator to work in conjunction with cover manager to identify suitable rooms
- Centre to use alternative venues in agreement with relevant Awarding organisations

Alternative venue details:

Finchley Catholic High School Woodside Lane N12 8TA

St Alban's Church Hall Nether St North Finchley N12 7NN

6. Cyber-attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery

Centre actions to mitigate the impact of the disruption

- Promptly reporting any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment
- Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system / Ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack
- Following and regularly reviewing National Cyber Security Centre advice for support in cyber security preparedness and mitigation work / Using the NCSC's free [Web Check](#) and [Mail Check](#) services to help protect from cyber-attacks

7. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

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

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

See separate policy

8. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Contact Awarding Bodies

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Where there is disruption to teaching time and students miss teaching and learning, it will remain the responsibility of St Michael's to prepare students, as usual, for examinations.
- Due to advances in technology, teachers can continue to teach "live" lessons and assess progress

10. Candidates at risk of being unable to take examinations - centre remains open

Criteria for implementation of the plan

Candidates at risk of being unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- Contact Awarding Bodies
- as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date

11. Centre at risk of being unable to open as normal during the examination period (Including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre at risk of being unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Contact Awarding Bodies
- Alternative venues need to be identified

Alternative venue details:

Finchley Catholic High School Woodside Lane N12 8TA

St Alban's Church Hall Nether St North Finchley N12 7NN

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

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

13. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions and should not make their own arrangements for transportation unless told to do so by the awarding body
- for any examinations where centres make their own collection arrangements, centres should investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.
- centres to ensure secure storage of completed examination scripts until collection.

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.

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

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

Distribution of results:

- centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation
- centres to make arrangements to coordinate access to post results services from an alternative site
- centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.)

Facilitation of post results services:

- Centre to make arrangements to make post results requests at an alternative location
- centres to contact the relevant awarding organisation if electronic post results requests are not possible

Alternative venue details:

Finchley Catholic High School Woodside Lane N12 8TA

St Alban's Church Hall Nether St North Finchley N12 7NN

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

In summary:

Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, we will endeavour to make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. We will discuss alternative arrangements with our awarding organisations 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

We will:

Exam planning

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

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open.
- 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.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure.
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- 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. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

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

In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.

- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

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

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

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

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

CONTINGENCY PLAN

Key issues to consider if the Exams Administrator is absent .

Staff	LM - Line manager Sims admin / assistant Senco asst. School Office staff Senior Invigilator	
	Required	Allocate to :
January	Confirm exam entry codes with HoDs Preparation of marksheets - confirm with HoDs Request modified papers via JCQ Exam Entries to exam boards	Line Manager Line Manager Line Manager / Senco Asst. Line Manager / Sims Admin.
February	Exam Entries to exam boards - complete by mid Feb	Line Manager / Sims Admin.
March	Exam Entries - process amendments as required. Process Access Arrangements via JCQ Planning for invigilator cover and training	Line Manager / Sims Admin. Line Manager / Senco Asst. Line Manager / Senior Invigilator
April	Planning for MFL Speaking tests Liaise with HoDs re NEA submission and grades Receiving of Exam papers / materials. Log and store	Line Manager / MFL / Invigilator Line Manager School Office staff / Line Manager
May	Exam season commences Access to secure exams store - keys etc Deal with all Access arrangement implementation Provision of laptops / printing etc Dispatch of exam Scripts to Parcelforce - recording	Line Manager / Senior Invigilator Line Manager / Head Teacher Senco asst. ICT / Line Manager Line Manager / school office staff
June	Exam Season continues Special Consideration submission	Line Manager / Head of 6th form
July	Ad hoc queries from exam boards	Line Manager
August	Results download Results - data analysis / Barnet Council data Post Exam Services - A Level - for UCAS	Line Manager / Sims Admin. Line Manager / Sims Admin. Line Manager
Sept	Post Exam Services - mainly GCSE	Line Manager

Controlled Assessment (NEAs)

Outlining staff responsibilities

The purpose of this document is to help staff identify their responsibilities in planning and managing controlled assessment alongside other colleagues. It shows how responsibilities within GCSEs and A Levels might be allocated to colleagues such as teachers, assessors and the senior leadership team.

The principles of controlled assessments are to be explained to Year 10 parents and students as part of their induction evening in the autumn term by the Head of Key Stage 4.

The Awarding Bodies' 'Notice to Candidates' will be distributed to Year 10 students in the autumn term as part of their Key Stage 4 induction tutorials.

The Examinations Administrator is responsible for training exam invigilators in the procedures of this policy annually. This will be monitored by the Examinations Secretary.

A full copy of the policy will be emailed to all relevant staff annually by the examinations officer who will monitor the reply return from each HOD in liaison with the Examination Secretary.

The internal appeals process will follow the same guidelines as for other public examinations.

Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. St. Michael's Catholic Grammar school recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

During assessments, including internal and external assessments, and coursework

To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

As a research tool to help them find out about new topics and ideas

When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images.

All AI-generated content must be properly attributed

Where a pupil uses an AI tool, they should retain a copy of the question(s) asked and the AI-generated response(s). Pupils must submit this along with the work to be assessed.

Staff should:

Be aware that AI tools are still being developed and tested

Use AI tools with caution as they may provide inaccurate, inappropriate or biased content

Make pupils aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

Staff **must not**:

Use AI as the sole means of marking candidates' work

See our AI Policy and AI Use Statement for more information on how pupils can and cannot use AI for their assignments.

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

Outlining staff responsibilities - GCSE controlled assessment

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - 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
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment, including reviewing the risk assessment annually.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*. www.jcq.org.uk/exams_office
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*. www.jcq.org.uk/exams_office

- Understand and comply 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.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Head of Department and exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (Head of Key Stage) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Review policy and risk assessment.

Special educational needs coordinator/additional learning support (Head of Key Stage)

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Data Protection

Key staff involved in the policy

Role	Name(s)
Head of Centre	Mr M Stimpson
Exams Administrator	Mr N De Lord
Exams Administrator Line Manager and Exams Officer	Mr N Hinnem
IT Manager	Connect Systems

Purpose of the policy

This policy details how St Michael's Catholic Grammar in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) and General Data Protection Regulation (GDPR).

Students are given the right to find out what information the centre holds about them, how this is protected, how this can be accessed and how data breaches are dealt with.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:

- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure
- not transferred outside the European Economic Area without adequate protection

To ensure that the centre meets the requirements of the DPA 2018 and GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

Section 1 – Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to *Section 5 – Candidate information, audit and protection measures*.

Candidates' exams-related data may be shared with the following organisations:

- Awarding bodies
- Joint Council for Qualifications

- Department for Education; Local Authority; Loreto Education Network; Roman Catholic Archdiocese of Westminster; and, where appropriate, the Press.

This data may be shared via one or more of the following methods:

- hard copy
- email
- secure extranet site(s)
- a Management Information System (MIS) provided by Capita SIMS sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>) to/from awarding body processing systems; etc.]

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post-results/certificate information.

Section 2 – Informing candidates of the information held

St Michael’s Catholic Grammar ensures that candidates are fully aware of the information and data held.

All candidates are:

- informed via the school website
- given access to this policy via the school website

Candidates are made aware of the above at the start of their course of study leading to an externally accredited qualification.

Candidates eligible for access arrangements are informed that they can withdraw their consent should they wish to before access arrangements approval applications can be processed online.

Section 3 – Hardware and software

The table below confirms how IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements.

Hardware	Date of purchase and protection measures
MIS Server	Purchased 2019 with 5-year warranty Local IT Engineering Support LA application support Windows authentication (restricted by user role) Automated AV protection update
Desktop Computers	Automated AV protection Windows Authentication WatchGuard Firewall restrictions
NAS Server	Purchased 2019 with 5-year warranty

	Local IT Engineering Support Automated AV protection update Windows security and authentication
Backup Server	Standalone Backup Server on site and separated from Domain Windows Authentication for ICT support team only Cloud encrypted daily backups with MFA for access

Software/online system	Protection measure(s)
MS. Office	Files stored in network storage protected by MS. Windows securities and passwords, with restrictions by staff groupings.
MIS System	Password Protected.
MIS Exams Organiser	Password Protected.
A2C Transfer Software	Installation on EO machine.
Awarding Body Secure Websites	Individual staff passwords/accounts.
Secure email	Encrypted and password protected cloud email system.

Section 4 – Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:

- loss or theft of data or equipment on which data is stored
- inappropriate access controls allowing unauthorised use
- equipment failure
- human error
- unforeseen circumstances such as a fire or flood
- hacking attack
- 'blagging' offences where information is obtained by deceiving the organisation who holds it

If a data protection breach is identified, the following steps will be taken:

1. Containment and recovery

The Data Protection Officer will lead on investigating the breach.

It will be established:

- who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve

the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts

- which authorities, if relevant, need to be informed

2. Assessment of ongoing risk

The following points will be considered in assessing the ongoing risk of the data breach:

- what type of data is involved?
- how sensitive is it?
- if data has been lost or stolen, are there any protections in place such as encryption?
- what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- regardless of what has happened to the data, what could the data tell a third party about the individual?
- how many individuals' personal data are affected by the breach?
- who are the individuals whose data has been breached?
- what harm can come to those individuals?
- are there wider consequences to consider such as a loss of public confidence in an important service we provide?

3. Notification of breach

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

4. Evaluation and response

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- reviewing what data is held and where and how it is stored
- identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- reviewing methods of data sharing and transmission
- increasing staff awareness of data security and filling gaps through training or tailored advice
- reviewing contingency plans

Section 5 – Candidate information, audit and protection measures

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

An information audit is conducted annually.

The list below details the type of candidate exams-related information held, and how it is managed, stored and protected

Protection measures may include:

- password protected area on the centre's intranet

- secure drive accessible only to selected staff
- information held in secure area
- updates undertaken every 12 months (this may include updating antivirus software, firewalls, internet browsers etc.)

Section 6 – Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's Exams archiving policy which is available/accessible in the Exams Policy.

Section 7 – Access to information

Current and former candidates can request access to the information/data held on them by making a **subject access request** to the Data Protection Officer in writing/email. Candidates not known to staff will need to provide photo evidence. All requests will be dealt with within 40 calendar days.

Third party access

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party unless a request is accompanied with permission from the candidate and appropriate evidence to verify the ID of both parties, provided.

In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

Emergency Evacuation of the Exam Room Policy

At St Michael's, we endeavour to recognise, develop and maximise the intellectual, moral, social, physical, aesthetic and spiritual potential of all involved with the school. We educate all pupils in accordance with the requirements of the National Curriculum, whilst preparing pupils for the world of work, and for life in the community beyond school. As such, St Michael's fully recognises its responsibilities for external examinations and assessments and, therefore, aims to ensure that the planning and management of these assessments are conducted efficiently and in the best interests of the candidates, and that there are clear guidelines for all relevant staff.

It is the responsibility of all staff involved in St Michael's examination and assessment process to read and understand this plan and to undertake the procedures detailed herein in the event of disruption to the management and administration of examinations and non-examined assessments.

It is the responsibility of all invigilators employed to invigilate both externally and internally assessed examinations and assessments at St Michael's to read and understand this plan and to undertake the procedures detailed herein in the event of disruption to the management and administration of examinations and non-examined assessments.

AIMS

The aims of this policy are:

- To explicitly state how to deal with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This examination policy will be reviewed annually by the head of centre, the SLT member with responsibility for examinations and assessments and the examinations administrator.

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat. In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room. The senior invigilators in each venue are issued with the relevant emergency evacuation procedures. The evacuation procedure is displayed in each examination venue.

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).

- Instruct candidates to close their exam papers, booklets and/or scripts and leave all examination material on their table.
- Evacuate the examination room in silence by the nearest exit and escort candidates to the tennis courts.
- Inform candidates they must leave the room in silence and maintain silence throughout the evacuation as specified in the school's emergency evacuation procedures.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- When instructed, supervise the return of the candidates to the exam room. Exam candidates will be instructed to disperse from the muster point before other pupils.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a detailed report of the incident and of the action taken, and send to the relevant awarding body.

Upon returning to the room:

- Allow the candidates a small amount of time to settle, while reminding them they are still under exam conditions.
- Instruct the candidates they will resume from where they left off and the finish time will be adjusted accordingly.
- Adjust the finish time accordingly.
- Record as much information as possible so a report can be made to the exam board.

In the event of the abandonment of the exam

- The exam contingency plan will be invoked and candidates and examination staff will be briefed by the Exams Administrator at that time.

Sports Hall - leave by main exit (where possible)

For all other rooms – consult the fire evacuation signage displayed in the room.

Equality in Public Examinations

Intro - The Equality Act 2010 - Examinations

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful, meaning that schools cannot discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

The Equality Act 2010 strengthens the duty to make reasonable adjustments, defines substantial disadvantage and places new duties on the qualifications regulator.

The awarding bodies have a duty not to discriminate against individuals in conferring qualifications in respect of all protected characteristics set out in the Equality Act 2010. They will take steps when developing specifications, identifying the assessment criteria and drafting question papers to ensure that the impact of each of these upon individuals with differing protected characteristics is minimized.

The Equality Act 2010 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities.

St Michael's is committed to ensuring the best possible progress and quality of life for all our students and staff. Any student who meets the School's general Admissions criteria, and will benefit from the all-round education offered at St Michael's, is welcomed.

Policy Aim

It is the School's aim to ensure that no student, potential student, or member of staff is put at a substantial disadvantage compared to any other member of the school community. The School is committed to making reasonable adjustments to minimise any barriers to learning, participation, assessment and achievement.

This policy will outline the various measures that will be put into place to ensure a successful outcome of this aim.

Before the examination

The candidate's needs for the examination should be assessed by the school as early as possible so as to provide the best support possible – this will normally take the form of an access arrangement (*see separate policy*).

The school should consult the examination board at the beginning of the course to ensure that the necessary access arrangements can be put into place before they undertake to enter the candidate for examinations which require skills to be demonstrated which are beyond the scope of the candidate.

The access arrangement deemed necessary for the particular candidate can be applied for in the following way: go to the relevant awarding body's website and input the candidate's details and examinations to be taken. Choose the appropriate access arrangement(s) required for the candidate from the list shown. Answer all of the questions about the evidence you have on file to support the application. Make a record of the application outcome.

During the examination itself

The help offered will depend upon the individual needs of the candidate. It might be appropriate to offer one or more of the following:

- extra time;

- supervised rest breaks;
- scribes;
- word processors;
- transcripts;

Organisation: Where a student has mobility problems that preclude him/her reaching certain classrooms, the School will make every effort to arrange for accessible rooms to be available for examinations, including the provision of separate invigilation. During the examination period the school will ensure that a school welfare officer will be normally available for support and consultation.

Escalation Process

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre (Stimpson), or the member of the senior leadership team with oversight of examination administration (N Hinnem), be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to:

- In the absence of M Stimpson (HoC) responsibilities will be escalated to N Hinnem (Senior Deputy Head)
- In the absence of N Hinnem (Deputy Head) responsibilities will be escalated to K Heron (Deputy Head)

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments § Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Timely collection of all information from teachers re. qualifications in order to meet entry deadlines
- Request Moderation dates
- Confidentiality
- Communication
- Recruitment, selection and training of staff (Exams officer & Invigilators)
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Centre Approval from individual Awarding Bodies
- Approval from individual Awarding Bodies to deliver individual qualifications
- Creating / updating of all Exams related policies
- **Cyber Security:** Ensures that JCQ guidance for centres on cyber security is followed.

- **National Centre Number Register:** Ensures that required information is provided to the National Centre Number Register and updated as needed.
- **Verification of Identity:** Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's licence, or passport.
- **Summer Availability:** Ensures that at least one member of staff (a senior designated contact) is available to manage emergency results-related requests from awarding bodies during the summer holidays.

Additional JCQ publication for reference:

- Centre Inspection Service Changes
- Policies

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5) § Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)
- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Centre-specific information for reference:

- Please refer to policies on website

Before examinations (Entries and Pre-exams) In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to

- In the absence of M Stimpson (HoC) responsibilities will be escalated to N Hinnem (Senior Deputy Head)
- In the absence of N Hinnem (Deputy Head) responsibilities will be escalated to K Heron (Deputy Head)

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (sections 6-8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Making entries within deadlines set by awarding Bodies

Additional JCQ publications for reference:

- Key dates in the examination cycle § Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work
Additional JCQ publication for reference:
- Guidance Notes – Centre Consortium Arrangements
- Candidate information
Additional JCQ publications for reference:
 - Information for candidates documents
 - Exam Room Posters

During examinations (Exam time) In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to

- In the absence of M Stimpson (HoC) responsibilities will be escalated to N Hinnem (Senior Deputy Head)
- In the absence of N Hinnem (Deputy Head) responsibilities will be escalated to K Heron (Deputy Head)

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8) • A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Submitting grades/Marks
- Phonics Check
- Conducting examinations and assessments
- Handling Assessment paper
- Deploy Invigilators
- Dispatch assessment papers
- JCQ Inspections

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results) In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to:

- In the absence of M Stimpson (HoC) responsibilities will be escalated to N Hinnem (Senior Deputy Head)
- In the absence of N Hinnem (Senior Deputy Head) responsibilities will be escalated to K Heron (Deputy Head)

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results Additional JCQ publication for reference:
- Release of Results notice
- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services: Information and guidance to centres
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Cash-in
- Certificates
- Collate results
- EQA reports

Examination Policy and Procedures

Departmental Responsibilities

To provide the Examinations Administrator with:

1. Accurate subject and module entry code details
2. Accurate candidate entry details
3. Organised coursework, including sample material in alphabetical order with all necessary paperwork included (front sheets on coursework, copy of assignments when needed, students' declaration sheets signed, moderation sheets completed, additional breakdown lists of marks if needed etc.)
4. Changes to entries before final deadlines

Departments must also:

1. Store returned coursework from the summer until the end of October
2. Check entry details carefully and inform the Examinations Officer of any problems
3. Check results carefully and inform the Examinations Officer of any problems
4. Liaise with the Examinations Officer with regard to re-marks, request for return of scripts
5. Keep accurate records to ensure students are not entered for re-sits more than once.

Examinations Administrator's Responsibilities

1. To pass on all materials received to relevant subjects
2. To enter students according to the wishes of the department
3. To inform departments of any changes to entries made by senior management
4. To parcel up and despatch coursework by the deadline date
5. To send coursework marks to the examination board
6. To deal with post results enquiries and requests for scripts
7. To organise access arrangements for candidates who require this

Qualifications offered

The Headteacher decides the qualifications we offer.

We offer the following types of qualifications:

GCSEs

A-Levels

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

If there will be a change to a specification for the next year, the exams office must be informed prior to the October half term.

The specification is the actual content/syllabus of the exam (as opposed to qualification type or subject). For instance, switching from OCR to AQA for English.

Informing the exams office of changes to a specification is the responsibility of the Head of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken by the Head of Department in consultation with Head of Key Stage

Exam series

Internal exams (mock or trial exams) and assessments are scheduled in the following exam series:

Year 11: February

Year 12: January and April/May

Year 13: January

External exams and assessments are scheduled in the following exam series:

Year 11: Summer

Year 13: Summer

Internal exams are held under external exam conditions.

The school's SLT decides which exam series are used in the centre.

The centre does offer assessments on an on-demand basis in some circumstances. On-demand assessments can be scheduled only in windows agreed between the exams officer and the Head of Centre.

Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams on a specified date before each series begins.

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

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

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

Examination Entries

If a student has followed a course leading to a public examination, the expectation is that they will be entered for that examination.

If a HOD identifies a student whom they believe should NOT be entered, this information should be passed to the Head of Key Stage so the case can be discussed with the SLT. All outcomes will be communicated to the department.

Late Entries/Changes to Entries

Once the deadline dates have been reached (as indicated on the entries sheets by the Examinations Officer) payment for changes will have to be met either by the department concerned or the student dependent on who is requesting the change.

Re-Sits

All re-sits are to be paid for by the student. Prices are available from the Examinations Officer.

Exam days

The exams administrator will:

- Book all exam rooms (after liaising with other relevant users)
- Make question papers, exam stationery and materials available for the invigilator(s)

Site management staff are responsible for setting up the allocated rooms.

The invigilators and the exams officer will start and finish all exams in accordance with [JCQ guidelines](#).

Subject staff may not be present at the start of the exam to assist with identification of candidates. Any staff will only be present in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with the invigilators and school support staff.

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

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

Candidates

The exams administrator will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Head of Key Stage along with the exams administrator.

Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, and/or the specification for that subject.

This is particularly true of mobile phones and other electronic devices with text or digital facilities.

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

Disruptive candidates will be dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The exams officer is responsible for handling late or absent candidates on exam day.

Clash candidates

The exams officer will be responsible for making arrangements for clash candidates, including:

- Supervising escorts
- Identifying a secure venue
- Arranging overnight stays where necessary

Results and certificates

Candidates will receive individual results slips on results days in person. Any results that are not collected by 2pm on this day will be posted to candidates.

Arrangements for the centre to be open on results days are made by the SLT.

The provision of the necessary staff on results days is the responsibility of the Head of Centre/

Dates of results days each year will be publicised for all candidates through letters home.

Enquiries about results (EARs)

Enquiries about results (EARs) may be requested by centre staff or the candidate following the release of results.

Reviews of marking can lead to a student's examination result going down, remaining the same or improving. Students must be aware of this. Any request for a re-mark or clerical check must only be submitted with the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

The cost of EARs will be paid by either the department or the student (dependent on who is making the request)

All decisions about whether to make an application for an EAR will be made by heads of department/faculty/curriculum/subject.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the exams administrator, following the JCQ guidance.

Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 14 working 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.

Applications for EARs cannot be submitted once an original script has been returned.

The exams administrator is responsible for processing requests for ATS.

The cost of ATS will be paid by either the department or the student (dependent on who is making the request)..

Certificates

GCSE candidates will receive their certificate(s) as part of the school's annual GCSE Awards Afternoon (November). A-Level candidates will receive their certificate(s) as part of the school's annual Speech Night (December)

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so and bring suitable indications with them that confirms who they are.

The centre retains certificates for 2 years.

A new certificate will not be issued by an awarding organization except in certain specific circumstances (such as a change of gender or identity). A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed and updated **annually**, and whenever there is a relevant change to:

- The exams system
- JCQ guidance
- Our curriculum offer

Internal appeals procedures

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

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. St Michael's is 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 ensure consistency of marking.

1. St Michael's 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. St Michael's will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. St Michael's will, having received a request for copies of materials, promptly make them available to the candidate.
4. St Michael's will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. St Michael's will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. St Michael's will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. St Michael's will ensure that the review of marking is carried out 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. St Michael's will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. St Michael's 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.

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.

Lockdown policy

Purpose of the policy

This policy details the measures taken at St Michael's Catholic Grammar in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

St Michael's has devised lockdown procedures after consulting GOV.UK [Stay Safe](#) guidance.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- stay safe principles (Run, Hide, Tell)

Roles and responsibilities

Head of centre

- To ensure that a dedicated lockdown alarm is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being locked down
- To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the exam room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use
- To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown

- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams Administrator

- To train invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown

Malpractice Policy (exams)

Key staff involved in the policy

Role	Name(s)
Head of Centre	M Stimpson
Teaching Staff	All staff
Exams Officer	N Hinnem
Exams Administrator	N De Lord

What is malpractice and maladministration?

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

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

Candidate malpractice

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

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

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

Suspected malpractice

Malpractice does not necessarily involve an intention to cheat or gain an unfair advantage. For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Purpose of the policy

To confirm that St Michael's Catholic Grammar School:

- has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body

General principles

In accordance with the regulations St Michael's Catholic Grammar School will:

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

Preventing malpractice

St Michael's Catholic Grammar School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP 4.3)

- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- *General Regulations for Approved Centres - Instructions for conducting examinations (ICE)*
- *Instructions for conducting coursework*
- *Instructions for conducting non-examination assessments*
- *Access Arrangements and Reasonable Adjustments*
- *A guide to the special consideration process - Suspected Malpractice: Policies and Procedures*
- *Plagiarism in Assessments*
- *AI Use in Assessments: Protecting the Integrity of Qualifications*
- *A guide to the awarding bodies' appeals processes (SMPP 3.3.1)*

For more information on AI misuse, see JCQ's '*AI Use in Assessments: Protecting the Integrity of Qualifications*'. Any misuse of AI tools may be treated as malpractice.

Informing and advising candidates

A candidate briefing is held at the start of each academic year and, again, before the start of the summer exam season.

This briefing will highlight best practice and also covers examples of learner malpractice (as outlined in appendix B).

Identification and reporting of malpractice

Escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)
- Suspected malpractice should be reported to the Exams Officer and/or Head of Centre
 - o Concerns regarding the Exams Officer should be reported to the Head of Centre
 - o Concerns about the Head of Centre should be reported to the the Chair of Governors

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication *Suspected Malpractice: Policies and Procedures* (SMPP4.1.3)

- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the case to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (SMPP 5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Communicating malpractice decisions

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

Appeals against decisions made in cases of malpractice

St Michael's Catholic Grammar School will:

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

Appendix A – Examples of Staff Malpractice

The following are examples of staff malpractice. This is not an exhaustive list. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

Breach of security • Any act which breaks the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates' scripts or their electronic equivalents.

It could involve:

- o failing to keep examination material secure prior to an examination;
- o discussing or otherwise revealing secure information in public, e.g. internet forums;
- o moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ publication Instructions for conducting examinations.
- o Conducting an examination before the published date constitutes centre staff malpractice and a clear breach of security;
- o failing to supervise adequately candidates who have been affected by a timetable variation; (This would apply to candidates subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day.)
- o permitting, facilitating or obtaining unauthorised access to examination material prior to an examination;
- o failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation;
- o tampering with candidate scripts or controlled assessments or coursework after collection and before despatch to the awarding body/examiner/moderator;
- o (This would additionally include reading candidates' scripts or photocopying candidates' scripts prior to despatch to the awarding body/examiner. The only instance where photocopying a candidate's script is permissible is where he/she has been granted the use of a transcript.)
- o failing to keep candidates' computer files secure which contain controlled assessments or coursework.

Deception

- Any act of dishonesty in relation to an examination or assessment, but not limited to:
 - o inventing or changing marks for internally assessed components (e.g. coursework) where there is no actual evidence of the candidates' achievement to justify the marks awarded;
 - o manufacturing evidence of competence against national standards;
 - o fabricating assessment and/or internal verification records or authentication statements;

- o entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud);
- o substituting one candidate's controlled assessment or coursework for another.

Improper assistance to candidates

- Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment.
 - o For example: assisting candidates in the production of controlled assessments or coursework, or evidence of achievement, beyond that permitted by the regulations;
 - o sharing or lending candidates' controlled assessments or coursework with other candidates in a way which allows malpractice to take place;
 - o assisting or prompting candidates with the production of answers;
 - o permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.);
 - o prompting candidates in an examination/assessment by means of signs, or verbal or written prompts;
 - o assisting candidates granted the use of an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter beyond that permitted by the regulations. Failure to co-operate with an investigation
 - o failure to make available information reasonably requested by an awarding body in the course of an investigation, or in the course of deciding whether an investigation is necessary; and/or
 - o failure to investigate on request in accordance with the awarding body's instructions or advice; and/or
 - o failure to investigate or provide information according to agreed deadlines; and/or
 - o failure to report all suspicions of malpractice.

Appendix B – Examples of Learner Malpractice

The following are examples of learner malpractice. This is not an exhaustive list. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion. For example:

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of IT to aid the copying);
- allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- the deliberate destruction of another candidate's work;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- being in possession of confidential material in advance of the examination;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- plagiarism: unacknowledged copying from published sources or incomplete referencing;
- theft of another candidate's work; For further information see Appendix E Plagiarism
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, earphones/earbuds, AirPods, watches or other similar electronic devices;
- the unauthorised use of a memory stick or similar device where a candidate uses a word processor;
- behaving in a manner so as to undermine the integrity of the examination.
- Improper use of AI

Appendix C – Examples of Maladministration

The following are examples of maladministration. This is not an exhaustive list. Other instances of maladministration may be identified and considered by the awarding bodies at their discretion.

Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework and examinations or malpractice in the conduct of the examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms, etc.

For example:

- failing to ensure that candidates' coursework or work to be completed under controlled conditions is adequately monitored and supervised;
- inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed within Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments;
- failure to use current assignments for assessments;
- failure to train invigilators adequately, leading to non-compliance with the JCQ publication Instructions for conducting examinations;
- failing to issue to candidates the appropriate notices and warnings, e.g. JCQ Information for candidates documents;
- failure to inform the JCQ Centre Inspection Service of alternative sites for examinations;
- failing to post notices relating to the examination or assessment outside all rooms (including Music and Art rooms) where examinations and assessments are held;
- not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ publication Instructions for conducting examinations;
- the introduction of unauthorised material into the examination room, either prior to or during the examination; (N.B. this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination)

Procedures to identify students in public exams

Key staff involved in the policy

Role	Name(s)
Head of Centre	M Stimpson
SLT	M Stimpson, N Hinnem, K Heron, P Zeelie, Y Innes, O Fasunloye
Exams Officer	N Hinnem
Exams Administrator	N De Lord

St Michael's Catholic Grammar School is committed to ensuring that the identity of all candidates can be verified at the time of the examination or assessment.

Internal candidates are those students currently on roll at St Michael's Catholic Grammar School and therefore will have already provided documented proof of identity during the admissions procedure.

Internal candidates will be verified by the Senior Leadership Team and staff members present outside the exam room at the beginning of each written exam.

Senior Leadership Team and Staff have access to this information electronically should any discrepancy arise.

The Exams' Administrator ensures:

- Invigilators are provided with Individual Student Place cards/labels which are placed on each desk prior to the exam starting;
- Provides colour coded seating plans for exam rooms according to JCQ and awarding body requirements which identify, tiers of entry, access arrangements etc

Invigilators must:

- Follow the procedure for verifying candidate identity provided by the Exam Administrator
If Invigilators are unsure as to the identity of a student member, the Pastoral Team or Senior Leadership Team should be called to assist with the identification of the student.
- Seat candidates in exam rooms as instructed by the Examination Administrator/on the seating plan. This allows the invigilators to correlate who is in the exam each day.

External (Private) Candidate Identity Verification Procedure

St Michael's Catholic Grammar School is committed to ensuring that the identity of all candidates can be verified at the time of the examination or assessment.

Private Candidates must present in person before being entered for the exam and bring with them photographic identification, Birth Certificate and Passport. A copy of the documentation is then kept in the Exam Secure Store.

When arriving at school to sit the exam that they have been entered for they must arrive at the main reception of the school and bring with them their photographic identification, Birth Certificate and Passport. This is then checked against the documentation held.

The External Candidate will then be escorted to the exam room, sit the exam and after completing the exam will then be escorted to the main reception area. The documentation is held in Exams Safe Store until after results are released when the documentation will then be shredded.

Whistleblowing Policy

Introduction

Whistleblowing at St Michael's Catholic Grammar School is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at St Michael's Catholic Grammar aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's General Regulations for Approved Centres, St Michael's Catholic Grammar will:

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

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

This policy sets out the whistleblowing procedures at St Michael's Catholic Grammar. It has been produced by Rosalynne Wallis who is also a member of the senior leadership team. She is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

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

Purpose of the policy

This policy:

- Encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals.
- Identifies how to report concerns.
- Explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes.
- Provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators.
- Includes a commitment to do everything reasonable to protect the reporter's identity, if requested.
- Sets out how those raising concerns will be supported.

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

The Whistleblower

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

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

Reporting

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

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

Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

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

Whistleblowing procedure

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

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA) offers you legal protection from being dismissed or penalised for raising certain serious concerns

(‘blowing the whistle’). Whistleblowing rights under PIDA are day one rights. This means that the worker does not need the same two years’ service that is needed for other employment rights.

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

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

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

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

Anonymity

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

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

Students

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

Word Processor Policy

Key staff involved in awarding and allocating word processors for exam

Role	Name(s)
SENDCo	Mr N Hinnem
Exams Administrator	Mr N De Lord
Exams Administrator Line Manager	Mr N Hinnem
IT Manager	Connect Systems

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

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2021-2022](#) and [Instructions for Conducting Examinations](#) publications.

Introduction

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

(AA 4.2.1)

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

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

(AA 4.2.2)

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

(AA 4.2.3)

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

Purpose of the policy

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

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

The use of a word processor

The centre will

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs
Needs may include
 - a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand
 - support with handwriting
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not

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

Exceptions

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

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

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

A candidate using a word processor is accommodated in main venue with the main cohort, unless they require separate invigilation for the use of a reader/scribe or other access arrangement.

In compliance with the regulations the centre

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

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

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

(ICE 14.25)

The centre will ensure the word processor

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

- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

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

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam is over

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)
- electronic copies of a word-processed script are retained and this may be accepted by an awarding body where the printed copy has been lost and it is demonstrated that the file has been kept securely

The criteria St Michael's Catholic Grammar uses to award and allocate word processors for examinations

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

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

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

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

- on a temporary basis as a consequence of a temporary injury at the time of the assessment

- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Candidates will not be awarded a word processor just because they prefer to use one rather than handwriting, or because they use a laptop at home.

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

Appropriate exam-compliant word processors will be provided by the exams officer in liaison with the IT department and the SENDCo. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.