



Examinations Policy

| | |
|-----------------------|---------------|
| Policy Reference | |
| Committee | C&S |
| Completed Review Date | April 2024 |
| Policy Owner | Exams Officer |
| Ratified by Governors | |
| Next Review Due | Spring 2025 |

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

Contents

| | |
|--|----|
| Responsibilities..... | 2 |
| Entries, Entry Details, Late Entries and Retakes..... | 7 |
| The Disability Discrimination Act (DDA), Special Needs and Access Arrangements..... | 9 |
| Examination Days..... | 4 |
| Candidates..... | 14 |
| Clash Candidates..... | 15 |
| Special Considerations..... | 15 |
| Malpractice..... | 16 |
| Cyber Security..... | 16 |
| Non Examined Assessment/Coursework/Controlled assessments and appeals against Internal assessments..... | 17 |
| Coursework..... | 17 |
| Results and Post Results Services..... | 18 |
| Certificates | 19 |
| Appendix I - | |
| 1. Examinations Contingency Policy..... | 19 |
| 2. Aims Of Contingency Policy..... | 20 |
| 3. Communications..... | 20 |
| 4. Disruption Of Teaching Time - School Closed for An Extended Period..... | 20 |
| 5. Candidates Unable to Take Examinations Because Of Crisis - Centres Remain Open..... | 20 |
| 6. Centres Are Unable to Open as Normal During the Examination Period..... | 21 |
| 7. Disruption To the Transportation of Completed Examination Scripts..... | 21 |
| 8. Assessment Evidence Is Not Available to Be Marked..... | 21 |
| 9. Disruption To the Transportation of Completed Examination Scripts..... | 21 |
| 10. Markers Unable to Mark Examination Scripts According to Marking Schedules..... | 22 |
| 11. Difficulty In Meeting Planned Schedule or Unable To Issue Results..... | 22 |
| 12. Awarding Organisations Unable to Issue Accurate Results..... | 22 |
| 13. Centres are unable to distribute results as normal..... | 22 |
| 14. Examinations Officer unable to attend school due to illness or unforeseen circumstances..... | 22 |
| 15. Head of Centre unable to attend school due to illness or unforeseen circumstances | 23 |
| 16. Invigilators absence..... | 23 |
| 17. Summary of school responsibilities in the event of disruption to examinations..... | 23 |

| | |
|---|----|
| 18. Covid Specific Guidelines..... | 24 |
| Appendix 11 | |
| Review of Results (RORs) (Including BTEC) | 26 |
| Section 1 Review of Results and Appeals | 26 |
| 1.1 Centre (Chiltern Hills Academy) responsibilities | 26 |
| 1.2 Candidate consent | 26 |
| 1.3 The awarding bodies offer the following enquiry about results services..... | 27 |
| 1.4 Submission of requests..... | 29 |
| 1.5 Candidate malpractice | 29 |
| Section 2: Appeals..... | 30 |
| Section Three: Access to Scripts | 32 |
| Appendix Ili - REVIEW OF RESULTS (RORs) AND APPEALS consent form..... | 33 |
| AppendixIi.ii - Access to Scripts consent form..... | 34 |
| Appendix II.ii - Notes for guidance - Access to Scripts..... | 35 |
| Appendix II.iv -Frequently asked questions..... | 38 |
| Appendix III - Centre Assessed Work Procedure..... | 39 |
| Section 1 Staff Responsibilities | 40 |
| Section 2 Risk Assessment | 43 |
| Appendix IV - Examinations Archiving..... | 49 |
| Appendix V - Word Processing Policy..... | 56 |
| Principals for using a Word Processor..... | 56 |
| The use of a Word Processor..... | 57 |
| Word Processor and Their Programmes..... | 58 |
| Laptops and Tablets..... | 59 |
| Accommodating Word Processors in Examinations..... | 59 |
| Appendix VI - Complaints and Appeals Procedure..... | 61 |
| Appendix VI.i - Complaints and Appeals Form..... | 62 |
| Appendix VI.ii - Complaints and Appeals Log..... | 63 |
| Appendix VII - Reviews of Marking - Centre Assessed marks..... | 64 |
| Appendix VIII - Exam Guidance for Exams Officer, Invigilators and Candidates during Covid-19..... | 65 |
| Appendix IX - Malpractice..... | 67 |

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

THE PURPOSE OF THIS EXAMINATIONS POLICY IS:

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

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

RESPONSIBILITIES

PRINCIPAL

- Is the head of centre who is accountable to the awarding bodies for ensuring that the centre is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times.
- Has overall responsibility for the Academy as an examination centre
- Advises on appeals and review of markings
- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected Malpractice in Examinations and Assessments*.
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments

- Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration which is then kept on file for inspection purposes in the Examinations Office.
- Enables the relevant senior leader(s), the Examinations Officer and the SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints a SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Makes sure that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and/or preparing the candidates for the examination, is not an invigilator during the timetabled written examination or on-screen test
- Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including
 - the location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
 - appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
 - access to the secure room and secure storage facility is restricted to the authorised 2-4 key holders
 - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence)

EXAMINATIONS OFFICER

The Examinations Officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations, assessments and results.

Manages the administration of public and internal examinations and analysis of examination results:

- Advises the Senior Leadership Team, SENDCo, Subject Leaders and Class Teachers and other relevant support staff on examination timetables and application procedures as set by the various examination boards
- Oversees the production and distribution to staff, governors and candidates of the calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them
- Consults with teaching staff to ensure that necessary non-examined assessments and coursework is completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all examination papers and completed scripts
- Administers Access Arrangements on-line and makes applications for special consideration using the *JCQ Access Arrangements and Special Considerations Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*.
- Identifies and manages examination timetable clashes
- Accounts for income and expenditures relating to all examination costs/charges
- Organises the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their examinations
- Input of examination data into SIMS database
- Posting or arranging the collection of examination papers.
- Posting of coursework/controlled assessment samples.
- Keep invigilators and students safe during examinations.

SUBJECT LEADERS

- Accurate completion of entry and all other mark sheets, estimated grades and adherence to deadlines as set by the Examinations Officer.
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries
- Accurate completion of coursework/mark sheets and declaration sheets
- Involvement in post-results procedures
- Ensuring appropriate moderation/standardisation procedures, training and guidance of staff within the area, in accordance with examination board regulations.

SENDCo

- Identification and testing of candidates' requirements for access arrangements
- Administration of access arrangements in accordance with JCQ guidelines
- Provision of additional support staff to read, scribe and check word processing facilities.

INVIGILATORS

- Maintain the integrity of the examinations, familiarising themselves with the JCQ Instructions for Conducting Examinations ('ICE') Booklet
- Collection of examination papers and other material from the Examinations Officer before the start of the examination
- Collection of all examination papers at the end of the examination and their return to the Examinations Officer, in the correct order.
- Attending all examined units on time (as requested by the Examinations Officer).

CANDIDATES

- Check and confirm examination entries as listed on their Statement of Entry, highlighting any omissions/inaccuracies as soon as possible after receipt
- Understanding non-examined assessments including non-examined assessments/coursework/set tasks; regulations, deadlines and authenticating the coursework as their own.
- Attend all examinations entered unless there is evidence to support otherwise.

ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RETAKES

Entries

Candidates are selected for their examination entries by the Vice Principal in charge of Curriculum, Subject Teachers and the Subject Leaders.

Candidates, or parents, cannot request a subject entry, change of level or withdrawal without prior discussion with the Subject Leader.

The centre does currently accept entries from external candidates.

Late Entries

Entries deadlines are set by Awarding Organisations. The Examinations Officer sets internal entry deadlines and these are circulated to Subject Leaders with entry requirements. Late entries are authorised by Subject Leaders and the Examinations Officer.

Retakes

- Y13 Candidates may retake AS units in the June series alongside their A2 units
- Y12 Candidates may retake GCSE English and Mathematics

Retake decisions will be made in consultation with the Director of Sixth Form and the Subject Leader and will be charged for, in line with the Awarding Organisation fees. (See also section **Examination fees.**)

BTEC EXAMINATIONS

BTEC registrations are made from 1st September and should be completed by the 1st November each year. Registrations are made via Edexcel online or via A2C. External BTEC examinations are taken on either set dates or within a set timescale. Up to two retakes of these examinations may be entered. BTEC exams can only be retaken once after the initial examination. A BTEC will be considered as 'Cashed In' on 5 July each year and any retakes must be taken before that date.

EXAMINATION FEES

The Academy will pay initial registration and entry examination fees for BTEC, GCSE, Cambridge National, AS and A2 qualifications.

Late entry or amendment fees are paid by individual departments.

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

Reimbursement will be sought from candidates who fail to sit an examination or meet the necessary coursework requirements. This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and Post-16 courses.

All retake fees will be paid by the candidates (unless this is waived by the Academy) and will include an administration fee.

Candidates will be charged for any enquiries about results should the centre not support the candidate's request. (See **Post Results Services**)

THE DISABILITY DISCRIMINATION ACT (DDA), SPECIAL NEEDS AND ACCESS ARRANGEMENTS

DDA

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment;
- Looking into adverse effects and assessing which are substantial;
- Considering if substantial adverse effects are long term;
- Judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Disability Unit (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Disability Unit referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty concentrating;
- Difficulty understanding or following simple verbal instructions;

- Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling;
- Inability to read very small or indistinct print without the aid of a magnifying glass;
- Inability to converse orally in a language which is not the speaker's native spoken language.

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

Special Needs

A candidate who has a disability/special needs may require access arrangements for public examinations.

All teachers have a responsibility to identify where students may need special access arrangement and are asked to complete a short form with examples of work.

A specialist assessor will conduct appropriate test to determine student need.

A candidate's special needs requirements are determined by the SENDCo and the Educational Psychologist/Specialist Teacher.

The SENDCo/Examinations Officer will use all the information to make access applications to the appropriate exam boards. A list of all students with exam arrangements will be updated and kept for all staff to access.

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

The SENDCo/Examinations Officer will take the lead in making access applications based on their close knowledge of the needs of students under their care. They will produce a list of the students involved together with their concessions and this list will be available in all exam rooms in the files.

Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer who will initiate an enquiry.

Access arrangements

- Making special arrangements for candidates to take examinations is the responsibility of the SENDCo.

- Completed access arrangement applications to the awarding bodies are made on line by the Examinations Officer.
- Rooming for access arrangement candidates will be arranged by the Examinations Officer in consultation with the SENDCo.
- Support for access arrangement candidates will be organised by the SENDCo.
- All areas have had internal risk assessments carried out.
- The Examinations Officer should be notified if there are any exceptional health issues.
- Any specialised equipment will be provided.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.
- The SENDCo will make the Examinations Officer aware of any issues concerning individuals in the main exam rooms.

Type of Disability or Disadvantage

| Type of Disability or Disadvantage | Centre Solution |
|--|---|
| Wheelchair user | The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. There are also Evac chairs should we need to evacuate a wheelchair user from the upper floors. |
| Use of crutches for broken leg or other lower limb complaint | The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. There are also Evac chairs should we need to evacuate a candidate from the upper floors. |
| Broken arm / collar bone / finger or other such complaint | The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam. |
| Generally feeling unwell | The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks of up to 10 minutes at a time without penalty to the overall exam duration. |
| Visual disability | All exam rooms in the Centre are well lighted. Candidates are permitted the use of their coloured film overlays as required. Papers modified in large print are ordered separately. |
| Hearing disability | Candidates may have the use of a live speaker for pre-recorded exam components, or a communication professional (for candidates using Sign Language). Candidates will be accommodated in a room on their own. |
| Long term illness or disability | Candidates with long term illness or a disability that makes |

| | |
|-----------------------|---|
| | travel to the Centre difficult may be allowed to sit their exams at home, or hospital with permission from the individual Exam Boards. |
| Learning disabilities | Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time are assessed prior to exams within the JCQ requirements led by the Centre's SENDCo. |
| Medication | If any candidate needs to take regular medication, invigilators will make this possible. |

When conducting exams at Chiltern Hills Academy, the Head of Centre and Examinations Officer will follow the checklist below:-

Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations:

A Training invigilators

- 1 Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- 2 As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
- 3 Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
4. Annual training is given to those scribing and reading.

B Information for candidates

- 1 Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates, are suitably sized and adapted.

C Seating arrangements

- 1 Make sure that there are chairs available outside the examination rooms to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
- 2 Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- 3 If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- 4 Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

D Candidates requiring access arrangements

- 1 Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates

with autism, who will find it difficult to relate to someone who is a stranger.

- 2 Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.
- 3 Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
- 4 For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.

E Emergency Evacuation Procedures

- 1 Invigilators and all other centre staff involved in conducting examinations **must** be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
- 2 When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.

THE EQUALITY ACT 2010 , SPECIAL NEEDS AND ACCESS ARRANGEMENTS

THE EQUALITY ACT 2010

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

Special Needs

A candidate's special needs requirements are determined by the SENDCo and the Educational Psychologist/Specialist Teacher.

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

Access arrangements

- Making special arrangements for candidates to take examinations is the responsibility of the SENDCo.
- Completed access arrangement applications to the awarding bodies are made on line by the Examinations Officer.
- Rooming for access arrangement candidates will be arranged by the Examinations Officer in consultation with the SENDCo.

- A candidate may only take their examinations under separate invigilation within the centre where he/she has **an established difficulty and this is known to their** Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities
- Support for access arrangement candidates will be organised by the SENDCo.

EXAMINATION DAYS

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

- The Site Management team is responsible for setting up the allocated rooms.
- The Examinations Officer/ invigilators will start all examinations in accordance with JCQ guidelines.
- Subject staff may be present at the start of the examination to assist with identification of candidates but **must not** advise on which questions are to be attempted.
- In practical examinations Subject Teachers may be on hand in case of any technical difficulties.
- Examination papers must not be read by Subject Teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject Leaders 24 hours after the examination as directed by JCQ.

CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION

Candidates

- The Academy's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates should arrive on time for their examinations. Candidates who arrive late to an examination should wait outside the exam room until either the Invigilator or Examinations Officer allows them to enter the room. Candidates who arrive very late may not be allowed entry into the exam, this is at the discretion of the Head of Centre and will be dealt with in accordance with JCQ guidelines.
- Candidates' personal belongings remain their own responsibility and the Academy accepts no liability for their loss or damage.
- It is the Candidates responsibility to make sure they do not have notes or potential technological/web enabled source of information such as an Airpods, Ipod, mobile phone, a MP3/4 player or similar device, smartwatch or wrist watch which has a data storage device on their person at any time during an examination. If found with these items this will be a malpractice and will be dealt with in accordance with the JCQ guidelines.
- Calculator lids or cases are not allowed in the examination room.
- Mobile phones, smart watches any technological sources of information are not allowed on a candidate's person during an examination.
- Wrist watches must not be worn in the examination room.
- Candidates should not bring food into the examination room
- Candidates are allowed a clear plastic bottle of water, with the label removed.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.

- The Academy does not allow candidates to leave the examination room until the examination has finished. (In exceptional circumstances this may be relaxed however all candidates must remain until at least one hour after the published starting time. Once a candidate has left the examination room they will not be allowed to return).

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

Clash Candidates

The Examinations Officer will be responsible for administering any examination clash times, following JCQ guidelines, identifying escorts, and a secure 'holding' venue. Overnight clashes will be avoided where possible.

Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted).

The Examinations Officer ensures all clash candidates are kept under supervision at all times while in centre.

Candidates may, at the Centre's discretion, be allowed to take an examination the following morning, including Saturdays. Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable.

The Examinations Officer must ensure if a candidate is taking an exam the next day constituting overnight supervision that the candidate's parents complete the 'Timetable variation and confidentiality declaration form' for overnight supervision.

The candidate's parents are responsible to ensure that the candidate **does not** have advance warning of the content of the examination deferred until the following morning. This means the candidate **must not** meet to communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone (both landline and mobile), email, internet or social media. It also extends to television and radio, which could report key details of the day's examinations.

Special Consideration

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma prior to the examination season, it is the candidate's responsibility to alert the Academy, or the Examinations Officer, to that effect.

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

Any candidate taken ill during the examination should alert the Invigilator.

The Examinations Officer will complete an online special consideration request to the relevant awarding organisation within seven days of the examination.

MALPRACTICE

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** For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. The SLT and Exams Office are responsible for investigating suspected malpractice in accordance with JCQ regulations.

CYBER SECURITY

All staff have a critical role to play in maintaining and improving cyber security and must adhere to industry best practices to mitigate the risk of cyber threats. Staff undertake GDPR training and Cyber security training provided by the National Cyber Security Centre in accordance with the guidelines contained in *JCQ Guidance for Centres on Cyber Security*.

NON EXAMINED ASSESSMENTS/COURSEWORK/CONTROLLED ASSESSMENTS AND APPEALS AGAINST INTERNAL ASSESSMENTS

Coursework

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

Subject Leaders will ensure all coursework is ready for despatch at the correct time and the Examinations Officer will keep a record of what has been sent, when and to whom.

Entries for controlled assessments are to be made at the same time as entries for examinations with deadlines being the same.

Marks for all internally assessed work are provided to the candidate before marks are submitted to the awarding body.

Marks for all internally assessed work are provided to the Examinations Officer by the Subject Teachers and the Subject Leaders after informing the candidate of their mark and after any appeals.

Appeals Against Internal Assessments

The Academy is obliged to publish a separate procedure on this subject.

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing by **30 June to the Subject Leader (or other nominee)** who will decide whether the process used conformed to the necessary requirements.
- The Principal's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

RESULTS AND POST RESULTS SERVICES

Results

Candidates will receive individual results slips on results days in person at the Academy. If a candidate is unable to attend they should provide the Examinations Officer with a Stamped Self Addressed envelope prior to the end of the Summer Term.

BTEC results from examined units taken outside of the Summer Examination Series will be forwarded to candidates upon receipt.

Arrangements for the Academy to be open on results days are made by the senior staff.

The provision of staff on results days is the responsibility of the senior staff.

Enquiries about Results (RORs) (including BTEC)

RORs may be requested by Academy staff or candidates if there are reasonable grounds for believing there has been an error in marking. (Priority re-marking is available to candidates at AS level who are applying for a University place.)

ROR forms **must** be completed and signed by the candidates in all cases.

BTEC externally assessed units that are undertaken on line will have a limited number of ROR services available.

When the Academy does not uphold an ROR, a candidate may apply to have an enquiry carried out against the advice of subject staff, for which they will be charged.

(See Section 5: **Examination fees**)

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results. (Priority access to scripts are available to AS and A2 candidates who wish to consider a re-mark of their paper)

If a result is queried, the Examinations Officer, teaching staff and the Principal will investigate the feasibility of asking for a re-mark at their own expense. (See above)

Academy staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates **must** be obtained and departments or the candidate's parents will be charged.

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

CERTIFICATES

Certificates are signed for and collected at the Senior Awards Presentation or may be collected after the Presentation. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and have identification. Certificates will only be posted in exceptional circumstances. Certificates may be withheld from candidates who owe fees. A transcript of results may be obtained via the Awarding Organisations websites; fees are payable by the candidates. Certificates are held for one year by the school after which time they should be destroyed as per the JCQ Guidelines.

LINKS TO OTHER POLICIES

Please see also:

Data Protection Policy

Emergency Planning Policy

Appendix I

EXAMINATION CONTINGENCY PLAN

1. AIMS OF THE EXAM CONTINGENCY PLAN

The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the exam system at Chiltern Hills Academy affecting candidates across several awarding organisations.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Chiltern Hills Academy. This plan may also be used in conjunction with the Critical Incident Policy.

The plan will be implemented in the event of major disruption to the system and covers all possible eventualities during the examination season, such as widespread illness e.g. Covid-19, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency. Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards. The contingencies covered have been implemented on several occasions in response to localised issues in other centres. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

- Delivering assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

If the usual contingencies are no longer sufficient to maintain these outcomes, the Senior Leadership Team will agree the additional actions required.

2. COMMUNICATIONS

In the event of local disruption communication to teachers and students will take place through the Examinations Officer following agreement with the Principal.

In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communication between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public. www.ofqual.gov.uk.

The organisations involved in this Joint Contingency Plan are committed to:

- Sharing timely and accurate information as required to meet the aims of the plan
- Communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- Ensuring any messages to the public are clear and accurate.

3. DISRUPTION OF TEACHING TIME – SCHOOL CLOSED FOR AN EXTENDED PERIOD

If Chiltern Hills Academy is 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. It is the responsibility of the school to prepare students, as usual, for examinations. The school should plan to facilitate teaching and learning by an alternative method or alternative location.

Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website:

<http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>

4. DISRUPTION TO THE DISTRIBUTION OF EXAMINATION PAPERS

If the distribution of examination papers to centres in advance of Examinations is disrupted:

- The awarding organisations to source alternative couriers for delivery of hard copies
- The awarding organisations would provide the school with electronic access to examination papers via a secure external network. Awarding organisations would fax examination papers to centres if electronic transfer is not possible. The Examinations Officer must ensure that all copies are received, made and stored under secure conditions.

5. CANDIDATES UNABLE TO TAKE EXAMINATIONS BECAUSE OF CRISIS – CENTRES REMAIN OPEN

If candidates are unable to attend examination to take examinations as normal. This contingency applies if Chiltern Hills Academy becomes closed due to extreme issues on the school site e.g.fire:-

- The school can liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website https://www.jcq.org.uk/wp-content/uploads/2024/03/ICE_23-24_Final-March-2024.pdf

Possibilities include the Chesham Town Hall, local parish halls or a marquee.

- The school can offer candidates an opportunity to sit any examinations missed at the next available series.
- The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control.
- JCQ guidance on special consideration can be accessed through the JCQ website: https://www.jcq.org.uk/wp-content/uploads/2023/09/AA_regs_Revision_One_Sep23_FINAL.pdf

6. CENTRES ARE UNABLE TO OPEN AS NORMAL DURING THE EXAMINATION PERIOD

If Chiltern Hills Academy is unable to open as normal for scheduled examinations, it must inform each awarding organisation with which examinations are due to be taken as soon as is possible. The responsibility for deciding whether it is safe for the school to open lies with the Head of centre. The Principal is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open:

- The school should open for examinations and examination candidates only if it is possible.
- The school should use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible). Possibilities include the Chesham Town Hall, Local Parish Halls or a Marquee.
- The school may offer candidates an opportunity to sit any examinations missed at the next available series
- The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3).

7. DISRUPTION TO THE TRANSPORTATION OF COMPLETED EXAMINATION SCRIPTS

If there is a delay in normal collection arrangements for completed examination scripts:

- The school will seek advice from awarding organisations and normal collection agency regarding collection. The school must not make arrangements for transportation without approval from awarding organisations.
- The school must ensure secure storage of completed examination scripts until collection.

8. ASSESSMENT EVIDENCE IS NOT AVAILABLE TO BE MARKED

If due to large scale damage to, or destruction of, completed examination scripts/assessment evidence before it can be marked:

- The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- The candidates should retake affected assessment at subsequent assessment window.

9. DISRUPTION TO THE SCANNING PROCESS – WHERE COMPLETED EXAMINATION SCRIPTS ARE BEING SCANNED IN PREPARATION FOR ONSCREEN MARKING

If the examination boards scanning process is disrupted, resulting in a risk to the delivery of results by scheduled dates:

- The awarding organisations should implement their existing contingency plans for disruption to onscreen marking process
- The awarding organisations should revert to traditional form of marking
- The awarding organisations should recruit, train or re-standardise qualified new markers.

10. MARKERS UNABLE TO MARK EXAMINATION SCRIPTS ACCORDING TO MARKING SCHEDULES

If the examination board markers are unable to mark examination scripts resulting in a risk to the delivery of results by scheduled dates:

- The awarding organisations should re-allocate scripts to available markers
- The awarding organisations to recruit train or re-standardise qualified new markers and prioritisation of marking to be based on results dates.

11. DIFFICULTY IN MEETING PLANNED SCHEDULE OR UNABLE TO ISSUE RESULTS

Inability of awarding organisations (including the case of a single awarding organisation) to either meet planned schedule for issue of results, or to issue results as planned due to a systems failure. If the awarding organisation(s) face delay in meeting the planned schedule for issuing results:

- The awarding body should establish priorities for processing results; implement existing contingency plans for disruption to the schedule for issuing results.
- If awarding organisation(s) face difficulty in issuing results as planned due to a systems failure: in consultation with regulators, assess the level of disruption and consider alternative options for issuing results dependent upon the nature of the particular systems failure, the awarding organisations and regulators to liaise with relevant organisations (i.e. UCAS, CAO) regarding process of candidate progression to further and higher education.

12. AWARDING ORGANISATIONS UNABLE TO ISSUE ACCURATE RESULTS

Due to system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate:

- The candidates, school and stakeholders will be informed of any incorrect results
- The awarding organisations will re-validation results
- The awarding organisations to re-issue results, via alternative format if necessary.

13. CENTRES ARE UNABLE TO DISTRIBUTE RESULTS AS NORMAL

If the school is unable to access or manage the distribution of results to candidates, or to facilitate a postal results services, the school should contact the awarding organisations about alternative options:-

- The school will make arrangements to access its results at an alternative site.
- The school will make arrangements to coordinate access to post result services from an alternative site.
- The school will share facilities with other centres where possible.

14. EXAMINATIONS OFFICER UNABLE TO ATTEND SCHOOL DUE TO ILLNESS OR UNFORSEE CIRCUMSTANCES

If the Examinations Officer is unable to attend school due to illness or unforeseen circumstances then it is the responsibility of the Head of Centre to ensure the following:-

- The exam papers are taken out of secure storage in time for the exam and are checked by the Head of Centre and one other member of staff.
- To distribute and organise the exam papers ready for the exam rooms.

- To ensure the invigilation team know which exams rooms to go to and ensure they have collected boxes from the exam cupboard to set up the room. Also to ensure they have the following:
 - Exam papers for each candidate
 - Examination registers
 - Exam cards
 - Check all posters and seating plans are put up.
- To ensure the smooth start of the exam.
- To inform the attendance officer of any absent students so they can be contacted.
- Once the exam has finished the invigilators will bring back the scripts to be sent off to the exam board. The Head of Centre will need to collate the papers and record all attendees on the attendance register provided by the board and package up all the scripts and attach the yellow label ready for Parcelforce to collect.

15. HEAD OF CENTRE UNABLE TO ATTEND SCHOOL DUE TO ILLNESS OR UNFORSEEN CIRCUMSTANCES

If the Head of Centre is unable to attend school due to illness or unforeseen circumstances it is the responsibility of the acting Vice Principal that half term to take on the exam responsibilities in their absence. Please see Appendix IX.

16. INVIGILATORS' ABSENCE

If the Invigilators are unable to attend school due to illness or unforeseen circumstances then it is the responsibility of the Examinations Officer to ensure the following:-

- There is sufficient invigilators to conduct exams in each exam room.
- To ensure the invigilators have been trained in conducting exams.
- The invigilator knows which exams rooms to go to and ensure they have collected boxes from the exam cupboard to set up the room. Also to ensure they have the following:
 - Exam papers for each candidate
 - Examination registers
 - Exam cards
 - Check all posters and seating plans are put up.
 - Once the exam has finished the invigilators bring back the scripts to be sent off to the exam board.

17. SUMMARY OF SCHOOL RESPONSIBILITIES IN THE EVENT OF DISRUPTION TO EXAMINATIONS

- Preparing plans for any disruption to exams as part of centres' general emergency planning.
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.

- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

18. COVID SPECIFIC GUIDELINES

The governments' view across England, Wales and Northern Ireland is education should continue in 2023/24 with schools remaining open and that examinations and assessments will go ahead in both autumn 2023 and summer 2024.

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

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

In the event of national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

USEFUL INFORMATION

AQA <http://www.aqa.org.uk/>

JCQ www.jcq.org.uk

Ofqual www.ofqual.gov.uk

DfE www.education.gov.uk

Edexcel www.edexcel.com

DfE – Exams Delivery Support

<http://www.education.gov.uk/schools/teachingandlearning/qualifications/examsadmin/a00197093/edsu>

EDI www.ediplc.com

OCR www.ocr.org.uk

UCAS www.ucas.ac.uk

WJEC www.wjec.co.uk

JCQ A guide to the special consideration process

https://www.jcq.org.uk/wp-content/uploads/2023/08/Guide_to_spec_con_process_2023_24_FINAL.pdf

JCQ Instructions for conducting examinations

https://www.jcq.org.uk/wp-content/uploads/2024/03/ICE_23-24_Final-March-2024.pdf

JCQ Suspected Malpractice Policies and Procedures

https://www.jcq.org.uk/wp-content/uploads/2024/03/Malpractice_Mar24_Revision_One_FINAL.pdf

JCQ Guidance for Centres on Cyber Security

https://www.jcq.org.uk/wp-content/uploads/2023/11/Guidance-for-centres-on-cyber-security_23_FINAL.pdf

JCQ AI Use in Assessments

https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf

DfE guidance on dealing with disruption to teaching and learning

<https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings>

DENI guidance on dealing with disruption to teaching and learning

<https://www.education-ni.gov.uk/articles/exceptional-closure-days>

<https://www.nidirect.gov.uk/services/school-closures>

Appendix II

REVIEW OF RESULTS (RORs) (INCLUDING BTEC)

RORs may be requested by Academy staff or candidates if there are reasonable grounds for believing there has been an error in marking. (Priority re-marking is available to candidates at AS/A level who are applying for a University place.)

ROR'S forms must be completed and signed by the candidates in all cases.

BTEC externally assessed units that are undertaken online will have a limited number of RORs available.

When the Academy does not uphold an ROR, a candidate may apply to have an enquiry carried out against the advice of subject staff, for which they will be charged. (See Section 5: Examination fees)

SECTION ONE: Review of Results and Appeals

Review of Results (RORs)

1.1 Centre (Chiltern Hills Academy) responsibilities

To ensure that all centre staff are fully aware of the Enquiry about Results process.

Centres must make candidates aware of the arrangements for Enquiries about Results before they sit any examination(s).

Senior members of centre staff must be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries. Candidates must be informed of the periods during which centre staff will be available so that they may plan accordingly.

1.2 Candidate consent

Chiltern Hills Academy must obtain written candidate consent for clerical checks and mark reviews, as with these services candidates' marks and subject grades may be lowered. Failure to do so will be considered centre malpractice.

- Candidates must be informed of this possible outcome and provide their written consent before an application is submitted (as per appendix II.i).
- Consent forms or e-mails from candidates must be retained by Chiltern Hills Academy and kept for at least six months following the outcome of the enquiry about results or any subsequent appeal.
- An on-line application carries with it confirmation to the awarding body that the candidate's written consent has been obtained. (The submission of a signed application form does likewise.)
- Written candidate consent is not required for a moderation review as candidates' marks may be lowered but their published subject grades will not be lowered in the series concerned. However, centres should be aware that a lowered mark may be carried forward to future certification. For example, if a coursework mark which contributes to an AS award (unitised GCE AS qualification)
-

is lowered as a result of a moderation review, the AS grade will be protected, but the lower mark will contribute to any subsequent A-level award (unitised GCE A-level qualification).

1.3 The awarding bodies offer the following enquiry about results services.

Service 1 (Clerical re-check)

This is a re-check of all clerical procedures leading to the issue of a result.

- Submit the application on-line.
- Candidate consent is required (see section 1.2 page 1).
- For the June 2024 examination series, the request must be received by the awarding body by 20 September 2024.
- The deadline for completion is within 20 calendar days of the awarding body receiving the request.

This service will include the following checks:

- That all parts of the script have been marked;
- The totalling of marks;
- The recording of marks;
- if requested, a copy of the re-checked script(s) for those units/components included in the Access to Scripts service.

The outcome of the re-check will be reported along with a statement of the total marks awarded for each unit, or component, included in the enquiry. Only Service 1 clerical re-checks can be requested for objective tests (multiple choice tests).

Service 2 (Review of marking)

This is a post-results review of the original marking to ensure that the agreed mark scheme has been applied correctly.

The service is available for externally assessed components of both unitised and linear specifications.

- Submit the application on-line.
- Candidate consent is required (see section 6.2, page 6).
- For the June 2024 examination series, the request must be received by the awarding body by 20 September 2024.
- The deadline for completion is within 30 calendar days of the awarding body receiving the request.

This service will include:

- The clerical re-checks detailed in Service 1;
- A review of marking as described above;
- If requested, a copy of the reviewed script(s) for those units/components included as part of the Access to Scripts service. (If the nature of the unit/component is such that access to scripts cannot

be arranged, such as externally assessed GCE AS and GCE A2 Modern Foreign Language Speaking tests, then a report/copy of the record sheet may be requested. Awarding bodies will advise centres of the mechanism by which reports may be requested.)

Priority Service 2P (Review of marking)

This is a post-results priority review of the original marking to ensure that the agreed mark scheme has been applied correctly.

This service is available if the following criteria is met:

- The enquiry is about an examination for a Level 3 qualification
- A candidate's place in further/higher education is dependent upon the outcome.
- For June 2024 examination series, the request must be received by the awarding body by 23 August 2024.

Any applications not meeting these criteria will be treated as normal Service 2 requests.

The service is as per Service 2.

Service 3 (Moderation review)

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. Please note that if your Chiltern Hills Academy's controlled assessment or coursework marks have been accepted without change by an awarding body, this service will not be available.

- Submit the application on-line.
- Candidate consent is not required (see section 1.2).
- For the June 2024 examination series, the request must be received by the awarding body by 20 September 2024.
- The deadline for completion is within 40 calendar days of the moderator receiving the original sample of work from the centre.
- The moderation review will be undertaken on the original sample of candidates' work.
- The moderation review may include feedback similar to that provided following the original moderation.
- If centre-marks are reinstated, feedback will not be provided.
- A moderation review cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample.
- A moderation review cannot be undertaken where a controlled assessment mark has been transferred to a subsequent series, e.g. from June 2023 to June 2024.

Chiltern Hills Academy must ensure the original sample of work is ready for despatch and they will be provided with the details of a moderator to whom the work should be sent. Centre assessed work should not be sent at the time of submitting the application.

Work submitted for a moderation review must:

- be despatched to the moderator within three working days – failure to meet this undertaking may delay the outcome of the enquiry or result in the enquiry being cancelled;
- be the original work submitted for moderation;
- have been kept under secure conditions and not returned to the candidates.

This service cannot be undertaken on ephemeral material unless suitable evidence (such as the video taping of theatrical performances) can be provided. Centres should note that there may be a need for them to retain a copy of the work, if a candidate intends to re-submit work at the next assessment opportunity.

1.4 Submission of requests

Chiltern Hills Academy must submit requests on-line via the awarding bodies' extranet sites.

The published ROR services are the only mechanism by which concerns about results will be addressed.

- Where a Chiltern Hills are unable to use an awarding body's extranet site, the centre must contact the individual awarding body immediately by telephone.
- Letters of concern cannot be accepted as applications for EAR services. Centres with such concerns must use the published enquiry about results procedures. Centres must not submit letters of concern with their applications.
- All requests must be submitted (and thus supported by the centre) either by the head of centre or an authorised member of centre staff. A private candidate may submit a request directly to the relevant awarding body. Awarding bodies will not accept applications submitted by any other individuals, e.g. by candidates entered through a centre or by parents.
- Candidates must provide their written consent for clerical checks and mark reviews (see section 1.2, page 1, on candidate consent).

Outcome of enquiries

- The outcome of each enquiry will be confirmed by the respective awarding body.
- Where a grade changes and a certificate has previously been issued, once the centre has returned the original certificate to the awarding body a replacement will be issued showing the revised grade.
- UCAS will be advised of any changes to GCE qualification grades.
- Where there has been a downgrade, the request will not be revoked and the original higher grade will not be reinstated.

1.5. Candidate malpractice

- If candidate malpractice is discovered during a review of marking or a moderation review, the script/controlled assessment/coursework will be processed in accordance with the JCQ document Suspected Malpractice in Examinations and Assessments – Policies and Procedures. Candidates may lose some or all of their marks, consequently affecting grades awarded.

SECTION 2: Appeals

- The appeals process is available to centres or private candidates who remain dissatisfied after receiving the outcome of an enquiry about results. Centres or private candidates should refer to the JCQ publication A guide to the awarding bodies' appeals processes which is available on the JCQ website <http://www.jcq.org.uk/exams-office/appeals>
- The above-mentioned booklet provides full details of the awarding bodies' appeals processes.
- Appeals can only be submitted after the outcome of an enquiry about results has been reported to the centre or private candidate. Where an original hard copy script has been returned to a centre or a private candidate as part of an enquiry about results, its security is compromised and it cannot be subject to an appeal.
- An appeal against a moderation decision cannot be made on behalf of an individual candidate.
- Appeals must be submitted to the relevant awarding body within 14 calendar days of the notification of the outcome of the enquiry.
- Only the head of centre or a private candidate can submit an appeal to the relevant awarding body.
- Appeals must be made in writing and clearly state the grounds for appeal.

Awarding bodies may charge a fee for appeals. This fee will be refunded if the appeal is upheld. Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over appeals with centres and private candidates

SECTION THREE: Access to Scripts

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results. (Priority access to scripts are available to AS and A2 candidates who wish to consider a re-mark of their paper) If a result is queried, the Examinations Officer, teaching staff and the Principal will investigate the feasibility of asking for a re-mark at their own expense. (See above) Academy staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained and departments or the candidate's parents will be charged.

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

Access to Scripts (ATS)

Centres must submit applications on-line via the awarding bodies' extranet sites.

- Arrangements for access to marked examination scripts
- Awarding bodies will provide examination centres and their candidates with access to marked scripts for the following examinations:
- GCE AS and A-level
- GCSE
 - A 'script' refers to the written work of a candidate which has resulted from an externally assessed component. Arrangements for Access to Scripts do not apply to internally assessed components, orals or audio/video tapes.
 - Additional information, Notes for guidance – Access to Scripts Service may be found within appendix II.iii.

Conditions of Access to Scripts (ATS) service

- Awarding bodies will only release scripts to centres under the following conditions:
- A candidate has the right to instruct their centre not to request their script(s). Prior written permission must therefore be obtained from any candidate where the centre intends to request his/her script(s).
- This permission must be sought only after the candidates have received their results for the respective examination series.
- Candidates who grant their permission have the right to anonymity of their scripts before use.
- A specimen form for centre staff when seeking a candidate's written permission to request and use scripts is attached as appendix II.ii. Written consent from the candidate is also acceptable by email.
- Scripts must only be seen by teachers who are members of staff at that centre or within a consortium of centres, or returned directly to candidates. The originals of scripts that are or have been the subject of any malpractice investigation can be withheld by an awarding body. In these circumstances, a photocopy of the scripts may be requested. Once an awarding body has returned an original hard copy script to a centre or a private candidate, its security is compromised and it can no longer be subject to an enquiry about results.
- Informing staff and candidates of the ATS service
- Centre staff must be fully aware of the guidelines controlling these arrangements. Centres must make candidates aware of the arrangements for access to scripts before candidates sit any examination(s) to which these arrangements apply.
- Requesting priority copies of scripts to support enquiries about results
- Centres must submit applications on-line via the awarding bodies' extranet sites

Priority Access to Scripts (ATS)

This is a post-results priority access to scripts service without review or clerical check which allows you to get a copy of the original marked script to help you decide whether to request a review of results. This is available for GCE and GCSE with some exam boards.

This service is available if the following criteria is met:

- The enquiry is about an examination for a Level 3 qualification
- A candidate's place in further/higher education is dependent upon the outcome.
- For June 2024 examination series, the request must be received by the awarding body by 23 August 2024 for GCE or 30 August 2024 for GCSE.



AQA City & Guilds CCEA OCR Pearson WJEC

REVIEW OF RESULTS (RORs) AND APPEALS

Candidate consent form

Information for candidates

The following information explains what may happen following an enquiry about a result and any subsequent appeal.

If your school or college makes an enquiry about a result, (review of the original marking) and a subsequent appeal, for one of your examinations after your subject grade has been issued, there are three possible outcomes:

- Your original mark is lowered, so your final grade may be lower than the original grade you received.
• Your original mark is confirmed as correct, so there is no change to your grade.
• Your original mark is raised, so your final grade may be higher than the original grade you received.

In order to proceed with the enquiry about results, you must sign the form below. This tells the head of your school or college that you have understood what the outcome might be, and that you give your consent to the enquiry about results being made.

Candidate consent form

Centre Number Centre Name

Candidate Number Candidate Name

Details of enquiry (Awarding Body, Qualification level, Subject title, paper/unit)

.....
.....

I give my consent to the head of my examination centre to make an enquiry about the result of the examination(s) listed above. In giving consent I understand that the final subject grade awarded to me following an enquiry about the result and any subsequent appeal may be lower than, higher than, or the same as the grade which was originally awarded for this subject.

Signed: Date:

This form should be retained on the centre's files for at least six months following the outcome of the enquiry about results or any subsequent appeal.

Appendix II.ii



AQA City & Guilds CCEA OCR Pearson WJEC

ACCESS TO SCRIPTS

Candidate consent form for access to and use of examination scripts

Centre Number

Centre Name

Candidate Number

Candidate Name

Subject

Component/unit code

I consent to my scripts being accessed by my centre.

Tick ONE of the boxes below:

If any of my scripts are used in the classroom I do not wish anyone to know it is mine. My name and candidate number must be removed.

If any of my scripts are used in the classroom I have no objection to other people knowing they are mine.

Signed: Date:

This form should be retained on the centre's files for at least six months.

Notes for guidance – Access to Scripts service

How are scripts marked?

Scripts can be marked either on-screen or traditionally.

Where scripts are marked on-screen they are despatched from centres, using a secure and traceable system, and delivered to a scanning centre where they are scanned into a computer system to produce an image of the candidate's answers. The scanned images of the script are then separated into 'clips' by question (or parts of questions) according to the marking process that is appropriate. These files can be processed by computer and transmitted through the internet.

The transfer of electronic files over the internet is protected by the latest encryption technology, similar to that used by modern banking systems.

The best method for each 'clip' is selected after the questions have been set and the method of marking allocated accordingly.

Questions giving rise to complex answers will be allocated to an expert examiner who will be a subject specialist; questions with single correct answers can be marked by a general marker using a tightly defined mark scheme; whilst questions with single-letter, single-word or tick box answers can be auto-marked by computer.

Where scripts are marked traditionally they are despatched from centres, using a secure and traceable system, and delivered to individual examiners who will mark the hard copy and return marks and scripts to the awarding body for processing.

Quality assurance procedures

Irrespective of the method of marking, all scripts pass through a number of quality assurance procedures. These procedures are regulated by the GCSE, GCE, Principal Learning and Project Code of Practice which is issued by the regulators and which all awarding bodies must follow.

Every script is marked by an examiner selected on the basis of his/her qualifications and experience. All examiners receive training on how to apply the mark scheme. During the marking period for traditional scripts the work of each examiner is checked at least twice by a more senior examiner. This monitoring process may result in some marks on scripts being changed. Every page of a script will show evidence of having been seen and marked.

For on-screen marking examiners and markers will read the questions or items on-screen and decide the marks. The standard of the examiners and markers is checked throughout the marking period.

Mark scheme

For each written component, a copy of the mark scheme will be available via an awarding body's website after the publication of results for the series concerned. Reference to the mark scheme will show how the awarding body has arrived at the final mark for each script.

Use of coloured ink on traditionally marked scripts

Examiners use red ink. Senior examiners use different coloured ink. This helps the awarding body to monitor the marking process. Some scripts will therefore have been marked in more than one colour ink. The clerical check of scripts (see below) may be in a third colour, or pencil.

If you request copies of scripts, you will not be able to tell which mark is in which colour.

(For scripts marked on-screen, a copy of the scanned image will be provided to centres. In some instances, the scanned image will be accompanied by a transcript which shows the marks awarded for each question item and the total mark for the paper.)

Comments on traditionally marked scripts

Where appropriate, examiners may write comments on scripts indicating the way in which candidates have met the requirements of the marking scheme. Examiners are asked to refer scripts to a more senior examiner where they are doubtful about how to apply the mark scheme. A script might have a note to that effect.

(Scripts marked on-screen may not show any comments when they are returned to centres.)

Clerical checks

Scripts are checked to ensure that there are no errors in totalling and that all parts of the script have been marked. Alterations to total marks will be shown where any such mistakes have been found.

Where scripts are marked on-screen, no clerical checking is necessary as the marks for questions and items are totalled by the computer.

Marks for Quality of Written Communication

The Code of Practice requires that marks be awarded in most subjects for quality of written communication. Such marks are either recorded separately on scripts or clearly shown in the mark scheme.

Marks for Spelling, Punctuation and Grammar

In externally assessed written examination papers of GCSE English Literature, Geography, History and Religious Studies specifications, five per cent of the total raw marks available will be awarded for the correct application of Spelling, Punctuation and Grammar.

These marks may be recorded separately on scripts.

Other annotations on traditionally marked scripts

Some scripts may contain further indication of marking, checking or other administrative processes having been carried out, e.g. initials of examiners, examiner numbers or ink stamps such as 'KEYED IN'. A rubric infringement (e.g. too many questions answered) will normally be indicated as such.

Examiner adjustments

The monitoring of examiners by senior examiners establishes whether the marking of each examiner is consistent, and identifies whether there is any leniency or severity in the marking. Where there is evidence of leniency or severity, marks may be adjusted. These adjustments will not be shown on the scripts. As a consequence, the mark on the script may not be the same as the final mark awarded for the paper which is normally reported to the school or college with the results. It is the mark held in an awarding body's database which goes towards the candidate's overall result.

Where scripts are marked on-screen, marking is monitored by a senior examiner and adjusted in real time.

Special consideration

Where a school or college has asked for special consideration to be given to a candidate, an extra mark or marks may have been allowed by the awarding body. Any such adjustment will not be shown on the script and, as a consequence, the mark on the script may not be the same as the mark for the paper reported with the results. It is the mark held in an awarding body's database which goes towards the candidate's overall result.

Weighting of paper marks

For individual papers the total mark as shown on the script may be scaled. For example, a paper might be marked out of 100, but carry 25% weighting of the total marks for the subject. The mark out of 100 may have been scaled to reflect the contribution of the paper to the subject total mark. The final mark for each paper, as used by the awarding body to calculate the candidate's total marks for the subject, will normally have been provided to the school or college with the results.

Uniform Mark Scale (UMS)

Marks for question papers which are part of a unitised scheme of assessment are reported in terms of a uniform mark scale. The mark reported under the uniform mark scale will be different from the mark shown on the candidate's script. Further information about the use of UMS marks may be found on awarding bodies' websites.

Enquiries

The awarding bodies cannot engage in correspondence with candidates or their parents/carers relating to marked examination scripts. The awarding bodies operate an enquiry about results service for the review of marking and checking of scripts after results have been issued. Any queries must be part of this formal enquiry about results process and must be submitted by the centre which will have full details of the services available and their costs.

Appendix II.iv

Frequently asked questions

1. Which service do I want?

1.1 I just want to see the candidate's script and do not want a review of the original marking

You should request scripts to support teaching and learning.

1.2 I want to see a script to decide whether to have its marking reviewed

You should ask for a priority copy of the script.

1.3 A Higher Education place is at stake – which service shall I use?

You should apply for a Priority Service 2 EAR.

This is because you only have until 23rd August 2024 to request a Priority Service 2 ROR. Please note priority copies of the scripts are only available for GCE.

1.4 If I ask for the return of a script (not a copy) can I use that to decide whether or not to have the marking reviewed?

No. Firstly, awarding bodies do not despatch scripts to support teaching and learning until after the deadline for enquiries about results. Secondly, where an original hard copy script is in the centre's possession, its security is compromised and it cannot then be accepted for a review of marking.

1.5 I want to see a script after it has undergone a review of the original marking

You should request Service 2 (a mark review) or Priority Service 2 (a priority mark review) and make sure that you request a copy when submitting your enquiry. The script will be reviewed and the copy sent to you when the service is completed.

It is strongly recommended that you do not ask for a review of marking, and then separately ask for the return of the script to support teaching and learning.

2. Contact the awarding body if:

2.1 You have requested a Service 2 (a mark review) but omitted to request a copy of the reviewed script at the time.

2.2 You have requested the return of a script for teaching and learning, but really wanted a Service 2 (a mark review).

CENTRE ASSESSED WORK PROCEDURE

INCLUDING CONTROLLED ASSESSMENTS, COUSREWORK AND NON EXAMINATION ASSESSMENTS AND PORTFOLIO OF EVIDENCE PROCEDURE

Section 1 – Staff Responsibilities

Senior Leadership team

- Accountable for the safe and secure conduct of non-examined and 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 non-examined and 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 non-examined and controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events

Subject Leaders

- 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 non-examined and controlled assessment.
- 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examined and controlled assessments*.
- Understand and comply with the awarding body specification for conducting non-examined and controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the Examinations Officer 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.
- 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 exams board online portal and advise the Examinations Officer this has been done, keeping a record of the marks awarded.
- Inform candidates of their centre assessed mark two weeks before marks are submitted to the awarding body
- 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 (SENDCo) for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter students for individual units, whether assessed by non-examined or controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the exam series.
- Where confidential materials are directly received by the Exams Officer, be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.

- On the few occasions where non-examined or controlled assessment cannot be conducted in the classroom arrange suitable accommodation where non-examined or controlled assessment can be carried out, at the direction of the senior leadership team.
- Create, publish and update an internal appeals policy for controlled assessments.

Please see Appendix VII for JCQ Guidelines for Centre Assessed Marks.

Special educational needs coordinator/additional learning support

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

| Potential risks and issues | Remedial action | | Staff |
|--|--|--|---|
| | Forward planning | Action | |
| Timetabling | | | |
| Assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar – negotiate with other parties | SLT |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course | Space assessments to at least allow candidates sometime between assessments | Subject Leaders |
| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment | Use more than one classroom or multiple sittings where necessary | Subject Leaders |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | Book facilities in plenty of time | Subject Leaders Examinations Officer |

| Potential risks and issues | Remedial action | | Staff |
|--|---|--|---|
| | Forward planning | Action | |
| Downloading awarding body set tasks | | | |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | Book IT equipment well ahead and download tasks before scheduled date of assessment | Subject Leaders Examinations Officer |
| Teaching staff/assessors unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time | Subject Leaders Examinations Officer |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | Subject Leaders Examinations Officer |
| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | Implement alternative session for candidates within awarding body guidelines | Subject Leaders Examinations Officer |
| Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching) | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited | SLT Subject Leaders |

| Potential Risks and Issues | Remedial action | | Staff |
|---|---|--|----------------------|
| | Forward planning | Action | |
| Control levels for task taking | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | Examinations Officer |
| Supervision | | | |
| Student study diary/plan not provided or completed* | Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course | Ensure candidates start, continue and complete study diary/plans that are signed after every session | Subject Teachers |
| Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision | Seek guidance from the awarding body | Examinations Officer |
| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification. | Seek guidance from the awarding body | Examinations Officer |

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

| Potential risks and issues | Remedial action | | Staff |
|--|--|---|---|
| | Forward planning | Action | |
| Task setting | | | |
| Teaching staff/assessors fail to correctly set tasks | Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification** | Seek guidance from the awarding body | Examinations Officer |
| Assessments have not been moderated as required in the awarding body specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | Examinations Officer |
| Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | Subject Leaders Examinations Officer |
| Candidates' work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary | Take materials to secure storage | Examinations Officer |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | Subject Leaders Examinations Officer |

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

| Potential Risks and issues | Possible remedial action | | Staff |
|--|---|--|---|
| | Forward planning | Action | |
| Deadlines | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines/penalties for not meeting them | Mark what candidates have produced by deadline and seek guidance from awarding body on further action. | Subject Leaders Examinations Officer |
| Deadlines for marking and/or paperwork not met by teaching staff/ assessors | Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the Exams Officer can process and send off marks ahead of AB deadlines | Seek guidance from awarding body | Examinations Officer |
| Deadline for informing candidate of centre assessed mark not met by teaching staff/assessors | Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to inform candidate of their centre assessed mark so any appeals can be made before the marks are submitted ahead of AB deadlines | Seek guidance from awarding body | Subject Leaders Examinations Officer |

| Authentication | | | |
|--|---|---|---|
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in | Find candidate and ensure form is signed | Subject Leaders Examinations Officer |
| Teaching staff/assessors fail to complete authentication forms or leave before completing authentication | Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | Examinations Officer |

| Potential risks and issues | Remedial action | | Staff |
|---|---|--|---|
| | Forward planning | Action | |
| Marking | | | |
| Teaching staff/assessors interpret marking descriptions incorrectly | Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase. | Arrange for remarking. Consult awarding body specification for appropriate procedure | Subject leaders Examinations Officer |
| Centre does not run standardisation activity as required by the awarding body | Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted. | Check with the awarding body whether a later standardisation event can be arranged. | Examinations Officer |

Appendix IV EXAMINATIONS ARCHIVING

PURPOSE OF THE EXAMINATIONS ARCHIVING POLICY

The purpose of this policy is to:

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

The policy is annually reviewed to ensure that records are archived/retained in accordance with current requirements.

| Record type | Record(s) description (where required) | Retention information/period | Action at end of retention period (method of disposal) |
|---|--|--|--|
| Access arrangements information | Any hard copy information kept by the EO relating to an access arrangement candidate. | To be returned to SENDCo as records owner at end of the candidate's final exam series. | Confidential waste/shredding |
| Attendance register copies | | To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential waste/shredding |
| Awarding body administrative guides/manuals | Any hard copy publications provided by awarding bodies. | To be retained until the current academic year update is provided. | |
| Candidates' work | Non-examination assessment work (inc. controlled assessment/coursework) returned to the centre after awarding body moderation. | To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for RORs or the resolution of any outstanding enquiries/appeals or malpractice investigations for the exam series. | Returned to candidates or safe disposal. |
| Certificates | | Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. | Confidential destruction |

| | | | |
|--------------------------------------|--|--|--------------------------|
| 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 candidates. | | |
| Confidential materials delivery logs | A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff. | | |
| Confidential materials tracking logs | A log to track materials taken from or returned to secure storage throughout the time the material is confidential. | | Confidential disposal |
| Dispatch logs | Proof of dispatch to awarding body examiners of exam script packages covered by the <u>DfE (Standards & Testing Agency) yellow label service</u> | | Confidential disposal |
| Entry information | Any hard copy information relating to candidates' entries. | | Confidential disposal |
| Exam question papers | Question papers for timetabled written exams | Not to be issued to subject staff until after the published finishing time for the exam | |
| Exam room checklists | Checklists confirming room conditions and invigilation arrangements for each exam room. | To be retained until the deadline for RORs or the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |

| | | | |
|-------------------------|---|--|-----------------------|
| Exam room incident logs | Logs recording any incidents or irregularities in exam rooms. | To be retained until the deadline for RORs or the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |
| Exam stationery | | When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. | Confidential disposal |
| 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. | |
| JCQ publications | Any hard copy publications provided by JCQ. | To be retained until the current academic year update is provided. | Confidential disposal |
| Moderator reports | | To be immediately provided to head of department as records owner. | |

| | | | |
|--|---|---|-----------------------|
| Overnight supervision information | Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements. | To be retained for JCQ inspection purposes. | |
| Post-results services: confirmation of candidate consent information | Hard copy or email record of candidate consent for an ROR or ATS request to be submitted to an awarding body | ROR 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 disposal |
| Post-results services: requests/outcome information | Any hard copy information relating to a post-results service request (RORs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body. | | |
| Post-results services: scripts returned from ATS service | Copy or original exam scripts returned to the centre by the awarding body. | Where scripts are retained by the centre, they must be securely stored (including any electronic versions) and not edited in any way or disposed of until after the awarding body deadline (GCE & GCSE – 21/11/2024). | Confidential disposal |

| | | | |
|--|--|---|-----------------------|
| Post-results services: tracking logs | A log tracking to resolution all post-results service requests submitted to awarding bodies. | To be kept on electronic file | |
| Private candidate information | Any hard copy information relating to private candidates' entries. | To be kept until the deadline for RORs and the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |
| Proof of postage – candidate work | Proof of postage of sample of candidates' work to awarding body moderators. | To be kept on electronic file | |
| Results information | Broadsheets of results summarising candidate final grades by subject by exam series. | Records for current year plus previous 6 years to be retained as a minimum. | |
| Seating plans | Plans showing the seating arrangements of all candidates for every exam taken. | To be kept until the deadline for RORs and the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |
| Special consideration information | Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate. | To be kept until the deadline for RORs and the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |
| Suspected malpractice reports/outcomes | Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information. | To be kept until the deadline for RORs and the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |
| Transfer of credit information | Any hard copy information relating to a GCE AS transfer of credit arrangement. | To be retained until the issue of the GCE A level result for the candidate. | Confidential disposal |

| | | | |
|------------------------------------|--|---|-----------------------|
| | (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate. | | |
| Transferred candidate information | Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate. | To be retained until the transfer arrangements are confirmed by the awarding body. | Confidential disposal |
| Very late arrival reports/outcomes | Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body. | To be kept until the deadline for RORs and the resolution of any outstanding enquiries/appeals for the relevant exams series. | Confidential disposal |

APPENDIX V WORD PROCESSOR POLICY (EXAMS)

INTRODUCTION

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2023/24* and ICE to JCQ *Instructions for conducting examinations 2012023-2024*.

PURPOSE OF THIS POLICY

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

STATEMENT:

Students are awarded the option of using a word processor for their exams when one of the following criteria are met:

- Handwriting is almost illegible
- Student has a below average free writing speed
- Student has a physical disability which impairs their fine motor skills
- Student has communication and interaction difficulties which would hamper their ability to speak to a scribe
- We encourage the use of a word processor to facilitate independence and their SPAG marks are able to be fully awarded if earned.
- For some students it is their normal way of working for longer pieces of writing
- For students with social, emotional and mental health difficulties it can improve their confidence in sitting examinations.
- To support a student who has difficulty in sequencing answers and therefore likes to go 'back and forth' to correct their writing and this would be easier on a word processor.

PRINCIPLES FOR USING A WORD PROCESSOR

Chiltern Hills Academy complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

THE USE OF A WORD PROCESSOR

Chiltern Hills Academy complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- (The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Does 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.

WORD PROCESSORS AND THEIR PROGRAMMES

Chiltern Hills Academy complies with ICE 8.8 *Word processors* instructions by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- Word processors have been cleared of any previously stored data, as must any portable storage medium used
- An unauthorised memory stick is not permitted for use by a candidate
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- Word processors are in good working order at the time of the examination
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- Documents are printed after the examination is over
- Candidates are present to verify and sign to say that the work printed is their own
- Word processed scripts are inserted in any answer booklet which contains some of the answers
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- Word processors are not used to perform skills which are being assessed
- Word processors are not connected to an intranet or any other means of communication
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed

scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking

- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Centre specific processes

- Students log onto computers using an exam account and can only access exam software.
- Students use notepad for completing their exams and this has all spelling and grammar turned off.

LAPTOPS AND TABLETS

Chiltern Hills Academy further complies with ICE 8.8 instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- Candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- Candidates are instructed to appropriately number each page
- Candidates are instructed to use a minimum 12pt font and double spacing
- Invigilators remind candidates to save their work at regular intervals
- Where it is possible 'autosave' is set up on each laptop/tablet
- Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

ACCOMMODATING WORD PROCESSORS IN EXAMINATIONS

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Candidates are seated in an IT room or smaller room with laptops away from the main hall.
- Candidates are seated in Learning Support when using tablets

Invigilation arrangements relating to the use of word processors include the following:

- An invigilator is present in the IT room along with the candidates
- The invigilator will make sure the candidate logs onto the computer with an exam account.
- The invigilator will make sure the candidate only uses notepad to complete the exam.
- Any technical issues that may arise will be dealt with by our IT Manager which the invigilator will oversee.

- The invigilator will ask the candidate to verify their work once printed.

Other arrangements relating to the use of word processors include:

- Candidates log onto the computer using an exam account
- Candidates only have access to notepad with any spelling or grammar switched off.
- Candidates are given a card detailing the header which should go at the top of each page, font size and spacing.
- Candidates can print the exam directly from the computer.
- Candidates will then verify their work by signing the top of the front page.

Appendix VI

COMPLAINTS AND APPEALS PROCEDURE

AIM

This procedure confirms Chiltern Hills Academy's compliance with JCQ's General Regulations for Approved Centres 2023-2024, section 5.7 that the centre has in place "...a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification."

COMPLAINTS AND APPEALS PROCEDURE

- If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Chiltern Hills Academy encourages him/her to try to resolve this informally in the first instance. Please see the Academy's Complaints and Resolutions Policy.
- Most concerns are resolved at Stage 1, however if you remain dissatisfied and wish to take the matter further you will be asked to complete a complaint form (Appendix VI.i). Please complete and send this to the Examinations Officer at Chiltern Hills Academy. Receipt of this completed form will be acknowledged by the Examinations Officer.
- The Academy will keep a log of all complaints and outcomes for each examination series. See Appendix VI.ii

APPENDIX VI.i

COMPLAINTS AND APPEALS FORM

Please tick box to indicate the nature of your complaint/appeal

- Complaint/appeal against the centre's delivery of a qualification
- Complaint/appeal against the centre's administration of a Qualification
- Complaint/appeal against the centre's assessed marks awarded

| FOR CENTRE USE ONLY | |
|---------------------|--|
| Date received | |
| Reference No. | |

| | |
|--|--|
| Name of complainant/appellant | name different to complainant/appellant |
| Candidate name if different to complainant/appellant | |
| Complainant/Appellant Candidate Number: | |
| Subject: | |
| Centre Assessed Mark: | |
| <p>Please state the grounds for your complaint/appeal below</p> <p>If your complaint is lengthy please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say</p> <p>Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate.</p> <p><i>If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed</i></p> | |
| Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s) | |
| Complainant/appellant signature: | Date of signature: |

This form must be completed in full; an incomplete form will be returned to the complainant/appellant.

APPENDIX VI.ii

COMPLAINTS AND APPEALS LOG

[Insert your centre's process on the use of this log, for example - on receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded.]

| Ref No. | Date received | Complaint or Appeal | Outcome | Outcome date |
|---------|---------------|---------------------|---------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

APPENDIX VII

REVIEWS OF MARKING - CENTRE ASSESSED MARKS (GCSE CONTROLLED ASSESSMENTS, GCE COURSEWORK, GCE AND GCSE NON-EXAMINATION ASSESSMENTS)

Chiltern Hills Academy 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. Chiltern Hills Academy 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. Chiltern Hills Academy 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. Chiltern Hills Academy 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. Chiltern Hills Academy will, having received a request for copies of materials, promptly make them available to the candidate.
4. Chiltern Hills Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking must be made in writing.
6. Chiltern Hills Academy 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. Chiltern Hills Academy 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. Chiltern Hills Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed 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 and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Chiltern Hills Academy and is not covered by this procedure.

APPENDIX VIII

EXAM GUIDANCE FOR EXAMS OFFICER, INVIGILATORS AND CANDIDATES DURING COVID 19

These guidelines are for all staff administering examinations and candidates taking examinations at Chiltern Hills Academy during the Covid-19 pandemic and are also recommendations from Ofqual.

Exams Officer, Invigilators and Candidates

Exams Officer, Invigilators and Candidates should not attend Chiltern Hills Academy on the day of the examination if they have the following:-

- A high temperature
- A new, continuous cough
- Loss of, or change to, your sense of smell or taste
- Have tested positive for COVID-19
- Have been contacted by the NHS test and trace services and asked to self-isolate
- Are self-isolating after returning or entering the UK

Arrival and departure of candidates

- Candidates must wait **outside the exam room** before the exam adhering to social distancing.
- Private candidates must wait in reception and be escorted to the exam room ensuring social distancing.
- Private candidates and invigilators will have their temperature taken on arrival at the site and be asked to answer questions about Covid-19.
- Any candidates who arrive late for the exam will be escorted to the exam room and must follow social distancing measures.
- When leaving the exam room students should go back to lessons in their bubbles and private candidates will be escorted back to Reception maintaining social distancing.

Equipment

- The sharing of authorised items of equipment should be avoided and candidates should **bring their own pens, pencils, calculators** and any other materials which they will require during the examination.
- If invigilators are required to disseminate any materials to candidates, these will be sanitised/wiped clean, and handled by invigilators using PPE, such as protective gloves.

The Exam Room

- The Exams Office/Invigilator will complete risk assessment prior to each exam.
- All candidates, whether in different group bubbles, private candidates or those returning to school or college to take exams, will be seated 2 metres apart from each other. These candidates can be seated in the same room.
- Good ventilation is important and we will maximise this wherever possible, for example opening windows and propping open doors (not fire doors) where safe to do so.
- Invigilators may walk up and down aisles between desks, and there will also be points in the room where the invigilator will stand that are at least 2 metres from the nearest desks and will be able to see all the candidates in the room.

Face coverings

- All staff and candidates **should wear face coverings in communal areas.**
- Candidates and invigilators do not need to wear face coverings during exams, but they may wear them if they wish to.

Invigilators

- Any Invigilators who move between different schools and colleges should minimise contact and maintain as much distance as possible from other staff.
- Invigilators do not need to wear gloves unless they prefer to do so (gloves are provided) when collecting exam scripts from candidates.
- Maintaining distance between staff and candidates
- It is also advisable that invigilators stand alongside or behind candidates, rather than facing them, and to keep interactions with candidates brief whenever possible.
- Invigilators should use hand sanitiser after every interaction, avoid touching candidates' desks and to dispose of any waste safely using hand coverings/gloves.
- For encounters of over 15 minutes, for example when scribes, readers or other individuals are supporting candidates, staff should maintain a 2 metre distance where possible, If staff cannot maintain a 2 metre distance, they should avoid close face to face contact and minimise time spent within 1 metre of others. These arrangements may not be possible when working with some candidates who have complex needs, in which case these candidates' educational support should be provided as normal during exams.
- If candidates need to leave the exam room and need to be accompanied for more than 15 minutes, staff should maintain a 2 metre distance where possible. If this is not possible, staff should take mitigating measures, such as standing alongside the candidate and considering using a face covering.

After the examination

- Candidates should leave the exam room maintaining social distancing of 2 meters where possible and put on face coverings in the communal areas.
- Government guidance does not require invigilators to wear gloves whilst collecting exam scripts from candidates, but once the examination has finished and candidates have been permitted to leave the room, invigilators (or other authorised staff) should dispose of any waste wearing hand coverings.
- The clean team/invigilators will need to come into the exam room and ensure that all desks, door handles and backs of chairs are sanitised/wiped down ready for the next cohort to enter the room.
- Any materials which may be used for future exam sessions should also be sanitised and returned to the exams officer to be stored safely.

Cleaning

- Exam rooms will be kept clean. Frequently touched surfaces (door handles, individual desks and so on) will be cleaned after every exam with the usual cleaning products.

Contingency Plans during Covid-19

Please refer to Appendix I of the Examinations Policy for further details on contingency at Chiltern Hills Academy.

APPENDIX IX

MALPRACTICE

General principles

In accordance with the regulations Chiltern Hills Academy 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

Chiltern Hills Academy has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication *Suspected Malpractice: Policies and Procedures*.
- 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 2023-2024*; *Instructions for conducting examinations (ICE) 2023-2024*; *Instructions for conducting coursework 2023-2024*; *Instructions for conducting non-examination assessments 2023-2024*; *Access Arrangements and Reasonable Adjustments 2023-2024*; *A guide to the special consideration process 2023-2024*; *Suspected Malpractice: Policies and Procedures 2023-2024*; *Plagiarism in Assessments*; *AI Use in Assessments: Protecting the Integrity of Qualifications*; *A guide to the awarding bodies' appeals processes 2023-2024*

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

Students are informed about avoiding malpractice in assemblies presented by the Assistant Principal with responsibility for exams. The assembly is scheduled during March, before the Easter break.

The presentation includes JCQ guidance about AI and using social media for examinations/assessments.

Students are sent a copy of the External Examinations Handbook and they are asked to complete a Candidate Confirmation slip to confirm they have read and understood the contents.

The Handbook is updated with latest JCQ guidance relating to AI and Assessments.

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

Further details are in the JCQ document 'AI Use in Assessments: Protecting the Integrity of Qualifications - Guidance for Teachers & Assessors'.

AI Use in Assessments

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs).

JCQ's guidance which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

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.

Suspected malpractice is to be reported to the Exams Officer and the Assistant Principal to escalate as required.

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
- 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
- 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
- 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
- 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
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used

- 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

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.

Appeals against decisions made in cases of malpractice

Chiltern Hills Academy 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.***