



Examinations Policy

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Signed by Principal	
Signed by Chair of Governor	

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.

Contents

Signed by Principal.....	1
1. Introduction	3
2. Responsibilities.....	3
2.1. Principal.....	3
2.2. Examinations Officer.....	5
2.3. Subject Leaders	6
2.4. Sendco.....	6
2.5. Invigilators	6
2.6. Candidates.....	6
3. Entries, Late Entries and Retakes	7
4. BTEC Exams	7
5. Examination Fees.....	7
6. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements.....	8
6.1. DDA	8
6.2. Special Needs.....	9
6.3. Access Arrangements.....	10
6.4. Type of Disability or Disadvantage	11
6.5. Checklist for Heads of Centre and Examination Officers.....	12
7. Examination Days.....	13
8. Candidates, Clash Candidates and Special Consideration	14
9. Malpractice	15
10. Cyber Security.....	17
11. Non Examined Assessments (NEA's), Coursework, Controlled Assessments and Appeals Against Internal Assessments.....	177
12. Results and Post Results Services.....	188
13. Certificates.....	19
14. Links To Other Policies	19
15. Appendix.....	2020
15.1 Appendix I - Examination Contingency Plan.....	
15.2. Appendix I – Examinations Archiving	334

1. Introduction

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.

2. Responsibilities

2.1. 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)

2.2. 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 the MIS database (BromCom)
- Posting or arranging the collection of examination papers.
- Posting of coursework/controlled assessment samples.
- Keep invigilators and students safe during examinations.

2.3. 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.

2.4. 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.

2.5. 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).

2.6. 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.

3. Entries, 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 not 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.)

4. BTEC Exams

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.

5. 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)

6. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements

6.1. 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 Office for Disability Issues (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 Office for Disability Issues 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 Disability Discrimination 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.

6.2. 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.

6.3. 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 SENDCo.
- 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.

6.4. 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 to leave the room temporarily under supervision. The Special Consideration process may be instigated.
Visual disability	All exam rooms in the Centre are well lit. 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.

6.5. Checklist for Heads of Centre and Examination Officers

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.

7. 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.

8. 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.

The Examinations Officer 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 before the awarding bodies application deadline.

9. 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.

Centre malpractice

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

Suspected malpractice

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

10. 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.

11. Non Examined Assessments (NEA's), 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. Please refer to the Internal Appeals Procedure (Internal assessment decisions).

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.

12. 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 signed Candidate Permission Form to authorise someone else to collect results on their behalf, or
- pay the required postage fee via ParentPay. Results statements will then be posted to the students home address once the payment has cleared.

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.

13. Certificates

Certificates are signed for and collected towards the end of the Autumn Term. 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.

14. Links To Other Policies

Please see also:

- Data Protection Policy
- Emergency Planning Policy
- Child Protection and Safeguarding Policy
- Equalities Policy
- Whistleblowing Policy
- Internal Appeals Procedures
- Word Processor Policy
- Malpractice Policy
- Conflicts of Interest Policy
- Complaints Policy
- Special Consideration Policy
- Non-examination Assessment Policy

15. Appendices

15.1. Appendix I - Examination Contingency Plan

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.

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.

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:

[Emergency planning and response for education, childcare, and children's social care settings - GOV.UK](#)

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.

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 [Preparing for disruption to exams – Joint Council for Qualifications](#)

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

Contact details are:

Chesham Town Hall – Tel: 01494 774842 (Mon-Fri 10am – 2pm) email: enquiries@chesham.gov.uk

White Hill Centre – Tel: 01494 775190 (Mon-Fri 10am – 5pm) email: info@whitehillcentre.org.uk

Elgiva Theatre – Tel: 01494 582900 email: manager@elgiva.com

Chesham Rugby Club email: crufcsecretary@gmail.com Note: the location of their Clubroom is above the Adult Education block adjacent to the school. The buildings lease would require an exception and this would need to be agreed with Buckinghamshire Council.

- 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: [Access Arrangements, Reasonable Adjustments and special consideration – Joint Council for Qualifications](#)

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. See contact details listed above.
- 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.

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.

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.

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.

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.

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.

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.

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.

Examinations Officer unable to attend school

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.

Head of Centre unable to attend school

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.

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.

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.

National Disruption to Examinations

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, 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

[Resources to help support exams officers in their roles - GOV.UK](#)

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

[Access Arrangements, Reasonable Adjustments and special consideration – Joint Council for Qualifications](#)

JCQ Instructions for conducting examinations

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

JCQ Guidance for Centres on Cyber Security

[Cyber security in schools and colleges – October 2024 – Joint Council for Qualifications](#)

JCQ AI Use in Assessments

[AI Use in Assessments: Your role in protecting the integrity of qualifications – Joint Council for Qualifications](#)

DfE guidance on dealing with disruption to teaching and learning

[Emergency planning and response for education, childcare, and children’s social care settings - GOV.UK](#)

Risk Management

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

Potential risks and issues	Remedial action		Staff
	Forward planning	Action	
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
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

15.2 Appendix I – 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 DfE (Standards & Testing Agency) yellow label service		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 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
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential disposal
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