



The King's (The Cathedral) School

Examinations Policy

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GLOSSARY

AB	Award Body/Bodies
ATS	Access to Scripts
DBS	Disclosure and Barring Service
DHA	Deputy Headteacher (Academic)
EAR	Enquiry about Result
ECT	Examination Candidate Timetable
EO	Exams Officer
HOD	Head of Department
HOC	Head of Centre
NCT	National Curriculum Tests
NEA	Non-Examination Assessment
SENDCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team

The purpose of this exam policy is to ensure the:

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

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

This Exam Policy will be reviewed by the EO and his/her Line Manager - currently the Deputy Headteacher (Academic) (DHA).

1.0 EXAM RESPONSIBILITIES

The Head of Centre (HOC): The Headteacher

Overall responsibility for The King's (The Cathedral) School as an Exam Centre:

- authorises Centre appeals and re-marks
- reports all suspicions or actual incidents of malpractice. Refer to the JCQ document 'Suspected malpractice in examinations and assessments.'
- ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service.
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as cyber-attack.
- ensures that the SENCO has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*.
- ensures that the EO is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system.

Examinations Officer (EO)

Manages the administration of public and internal exams and basic analysis of exam results:

- advises the SLT, HODs, subject teachers and other relevant support staff on annual exam timetables and application procedures, as set by the various Awarding Bodies (AB).
- oversees the production and distribution to staff and candidates of an annual generic exams calendar (to include deadlines) for all exams in which candidates will be involved, and communicates regularly with staff concerning imminent deadlines and events.
- when exam entries are made, to produce and distribute the actual exam timetable (to the school) and individual ECTs (to candidates) for checking.
- ensures that candidates are informed of, and understand, those aspects of the exam timetable that will affect them.
- consults with teaching staff to ensure that necessary NEA are completed on time and in accordance with JCQ guidelines - including reviews and associated deadlines.
- provides and confirms detailed data on estimated entries, as required.
- receives, checks and stores securely all exam papers and completed scripts
- assists the SENDCO to administer access arrangements 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 exam timetable clashes.
- accounts for income and expenditure relating to all exam costs/charges, and with his/her Line Manager, produces the budget for the coming year.

- organises the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- makes recommendations to SLT for any necessary changes/improvements in relation to exams
- submits candidates' NEA marks, tracks despatch and stores returned coursework and any other material required by the appropriate Awarding Bodies, correctly and on schedule.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- maintains systems and processes to support the timely entry of candidates for their exams.

Deputy Headteacher (Academic)

- line-management of the EO.

Heads of Department (HOD)

- guidance to candidates about subject exam entries and amendments to entries.
- involvement in post-results procedures, both in giving advice to candidates [e.g. copies of scripts, re-marks] and to assess any curriculum area concerns.
- accurate completion of NEA mark sheets and declaration sheets.
- accurate completion of entry and all other mark sheets and adherence to deadlines set by the EO.

SEND/CO

- identification and testing of candidates' requirements for access arrangements.
- administration of access arrangements.
- notification of access arrangements (as soon as possible after the start of the course).
- provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Invigilators

- collection of exam papers and other material from the Exams Office before the start of the exam.
- invigilation of the exam and ensuring that the regulations for the conduct of the papers are fully applied.
- collection of all exam papers in the correct order at the end of the exam and their return to the Exams Office.

Candidates

- confirming the accuracy of entries.
- checking that their personal data (e.g. full legal name and date of birth) are correct on the entry documents.
- must abide by the exam regulations. The document "Exam Candidate Information" contains this information and is emailed directly to candidates. A copy is also available on the school website.
- understanding NEA regulations and signing a declaration that authenticates the coursework as their own.

2.0 THE STATUTORY TESTS AND QUALIFICATIONS OFFERED

The statutory tests and qualifications offered at this Centre are decided by the HOC on the advice of HODs.

The statutory tests and qualifications offered are KS2 NCTs, GCSE, and A-levels.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there is to be a change of syllabus from the current year, the Exams Officer must be informed as soon as possible, and by no later than the last day in June in any academic year for the new year beginning in September.

At Key Stage 2

Key Stage 2 testing occurs in Year 6, and includes statutory tests in Mathematics, Reading and Writing.

At Key Stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external Awarding Body. Decisions about students continuing with subjects where they are struggling will be made by the HOC, following consultation with the SLT Link, subject teachers, HODs, SENDCO, candidates and parents/carers.

At Key Stage 5

A-level certification will be completed in Year 13. Following internal Year 12 KSAS examinations, decisions about Year 12 students continuing with subjects where they are struggling will be made by the HOC, following consultation with the SLT Link, subject teachers, HODs, SENDCO, candidates and parents/carers.

3.0 EXAM SEASONS AND TIMETABLES

3.1 Exam Seasons

Internal exams are scheduled as follows:

- Year 11 Mock Examinations: November
- Year 13 Mock Examinations: February
- Year 09 and 10 Mock Examinations: April and May
- Year 12 Kings School AS Examinations: June

All internal exams are held under external exam conditions.

External exams, for Year 11 and Year 13 candidates, are scheduled by the Awarding Bodies, normally in May and June.

3.2 Timetables

The EO will circulate the exam timetables for both external and internal exams once these are confirmed.

4.0 ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RE-SITS

4.1 Entries

Candidates are usually entered for examinations in all their GCSE/A-level subjects, at the discretion of the HOC.

A candidate or parent/carer can request a subject entry, change of level or withdrawal. This may be agreed by HOC, after consultation with HODs.

The Centre accepts external entries from former internal candidates only.

The Centre will not enter candidates for a qualification at the same level and in the same subject multiple times in the same series (e.g. by entering a candidate for the same subject qualification with different awarding

bodies). For example, a candidate must not be entered for AQA GCSE Mathematics and OCR GCSE Mathematics in the same series. This is to manage the increased risk of security breaches due to inappropriate timetable variations and is also generally in the interests of candidates to avoid detrimental effects.

4.2 Private Entries

Private Entries are only accepted from candidates who are current, or former, students of The King's (The Cathedral) School.

A Private Entry may be for a former student who wishes to re-sit a subject that they were previously taught. It may be for former, or current, students who wish to sit a subject not taught at the school.

If a candidate wishes to re-sit an award that contains a non-examined assessment (NEA) component, they will not be able to re-sit the NEA. They will only be able to re-sit the written papers, and their previous NEA result will be carried forward.

If the NEA component has changed since the candidate originally sat their award, we may not be able to carry forward the original mark. If we cannot carry forward the mark, we will not be able to accept you as a candidate.

We will not accept any candidates who wish to sit an award for the first time, if the award has any NEA component.

If the award has a related Endorsement (GCSE English Language, GCSE MFL, A-Level Sciences), we are not able to provide any students with the opportunity to undertake preparation or assessment for the Endorsement aspect of the award. However, if Awarding Body regulations allow a student to sit the award without the Endorsement (i.e. the Endorsement is not mandatory to that award) we may be able to accept a Private Entry for the written components only.

We do not offer Private Entries for all awarding bodies, levels, and subjects – we reserve the right to decline any application. If we accept your Private Entry, this is on the understanding that we will only act as the host examination centre – we will not be able to provide any tutoring (or similar support) for any private candidate.

4.3 Private Entries Information

Further information, including deadlines, procedures and prices, can be found on the Examinations web page on the school website.

5.0 EXAM FEES

For both GCSE and A-level examinations, first-sit exam fees are paid by the Centre.

Late entry/amendment fees are paid by the candidate if s/he is at fault, or Curriculum Areas may be charged where the fault lies with them.

Candidates or Curriculum Areas 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 EO for transmission to the Awarding Bodies.

Reimbursement will be sought from candidates who fail to sit an exam or to meet the necessary coursework and Controlled Assessment requirements, unless prevented by illness or other special circumstances approved by SLT.

Private entry fees are paid by the candidate.

Candidates must pay the fee for an enquiry about a result. If the HOD wishes to challenge a result then that shall be at the Centre's expense, so long as it is agreed by the candidate in writing and the monies have been approved by the HOC.

All fees payable by the candidate include the AB fee and an administration fee for the Centre.

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

6.1 DDA

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

6.2 Special Needs

A candidate's special needs requirements are determined by the SENDCO.

The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on an exam course, and the date of that exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENDCO, supported by the EO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO, supported by the EO.

Rooming for access arrangement candidates will be arranged by the SENDCO, supported by the EO.

Invigilation and support for access arrangement candidates will be organised by the SENDCO, supported by the EO.

6.4 Appeals

Should a candidate wish to appeal against the school's processes with regards to Access Arrangements they may do so, in writing to the HOC.

7.0 MANAGING INVIGILATORS AND EXAM DAYS

7.1 Managing Invigilators

External invigilators will be used for exam supervision.

They will be used for all exams.

All invigilation staff will, in line with all other school staff, undertake yearly Child Protection testing.

No invigilation staff are given access to school ICT systems, and therefore do not sign the "ICT Acceptable Use Policy for School Staff" document.

The recruitment of invigilators is the responsibility of the EO and DHA.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Headteacher's PA, at the request of the EO.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the EO.

Invigilators' rates of pay are set by the HOC.

7.2 Exam Days

The EO will book all exam rooms, after liaison with other users, and make the question papers, other exam stationery, and materials available for the invigilator(s).

Premises staff are responsible for setting up the allocated rooms at the instruction of the EO.

The EO, Lead Invigilator, or other nominated Invigilator(s) will start all exams in accordance with JCQ guidelines.

Subject staff are not allowed to be present in the exam unless specifically requested to be so by the EO - the exceptions to this are those practicals, listening or oral examinations, which require the presence of a subject specialist i.e. Art, Music, and Languages. [This may also extend to colour-blind candidates in Geography mapwork, where colour can be critical.] They must not advise on which questions are to be attempted.

All examination candidates must provide official photographic ID - either their school swipe card, or passport or driver's license. These will be checked at the start of each examination - Pupil Support Officers may be requested to ensure correct identification of the candidates.

Whilst JCQ regulations allow for a five-minute warning to be given before the end of an examination, the school feels that in public examinations (where multiple end times are common) this introduces another element of disruption to examination candidates still working. To ensure consistency between class-based tests and formal examinations, the school does not give the five-minute warning in any examinations.

Exam papers must not be read by subject teachers or removed from the exam room. Any unused papers will be made available to HODs after the despatch of the papers.

8.0 CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION

8.1 Candidates

The Centre's published rules on acceptable dress and behaviour apply at all times.

Candidates should not bring mobile phones or other electronic devices capable of data storage or access into the examination - the consequences are very severe on a candidate's examinations.

If a candidate does choose to bring these items to school during the exams, they must be left away from the exam room at their own risk.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose, requiring an immediate return to the exam room. In this case, an invigilator or other member of staff must accompany them. If this is a case of illness, the invigilator stays with them until the EO and SLT agree they do not need to return. The Centre must always bear in mind the times of 10:00 and 14:30 which are the earliest times that candidates may leave exam supervision.

The EO will attempt to contact any school candidate (either directly, or via their parent/carer) who is not present at the start of an exam and deal with them in accordance with JCQ guidelines. The EO can call upon the assistance of PSOs and/or other staff to assist with contacting candidates. The EO will not attempt to contact external candidates.

Candidates must start their exams within 1 hour of the published start time - 10:00 for an AM paper and 14:30 for a PM paper. If a candidate arrives at the Centre after this time, they will not be allowed to sit their paper. If the paper is a first sit, the candidate will be expected to reimburse the school for the original entry fee.

Should circumstances (such as a candidate feeling unwell) cause delays in the completion of an exam paper, candidates are expected to finish their papers within 3 hours of the published start time - 12:00 for an AM paper and 16:30 for a PM exam.

Full information for exam candidates, including JCQ Regulations, is published on the School Examinations web page.

8.2 Exam Clashes

Candidates will sit all clashing exams consecutively. For operational reasons, the EO will normally set the order in which these papers are to be sat; candidates can however request that papers are sat in a certain order, although the EO cannot guarantee that that order will be possible.

If a candidate is taking two or more papers timetabled in a session, and the total time is more than three hours, they must contact the EO at least four weeks prior to the exam date.

8.3 Overnight Supervisions

The EO is responsible, as necessary, for identifying escorts, a secure venue and arranging parental and candidate guarantees for overnight clashes.

8.4 Special Consideration

8.4.1 During an Examination

If any incident occurs during an examination, that a candidate feels has had a detrimental effect on their performance, it is the candidate's responsibility to report this to Examinations staff (Invigilators or the EO) **immediately**, so that we may investigate and take appropriate action - up to, but not automatically including, applying for Special Considerations.

If we are told after the event, it may not be possible to make representations to the Awarding Bodies.

8.4.2 Outside of an Examination

If any incident occurs outside of an examination that a candidate feels has had a detrimental effect on their performance, it is the candidate's responsibility to contact the EO **immediately**. The EO can then take appropriate action - up to, but not automatically including, applying for Special Considerations.

8.4.3 Evidence and Process

Any Special Consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The EO will then forward a completed Special Consideration form online to the relevant Awarding Body within seven days of the exam.

8.4.4 Appeals

Should a candidate wish to appeal against the school's processes with regards to Special Consideration applications they may do so, in writing to the HOC.

8.5 Exams Missed due to Ill Health

Candidates who are too ill to sit their exam must speak to the EO – a 'self-certification for candidates who have missed an examination' (Form 14) will be completed by the EO, which has to be signed by the parent/carer and candidate and returned to the EO.

9.0 NON-EXAMINATION ASSESSMENT (NEA) AND NEA REVIEWS/APPEALS

Any reference to Non-examination Assessment (NEA) includes any work marked by staff of the King's (The Cathedral) School, and moderated by the Awarding Bodies.

9.1 NEA

Candidates who have to prepare NEA must do so by the Centre-defined date.

HODs will ensure that all NEA are ready for despatch at the correct time and the EO will keep a record of what has been sent when, and to whom.

Marks for all NEA work are provided by the HOD's to the Exams Officer, who then enters these online.

9.2 NEA Marks

The King's (The Cathedral) School, Peterborough is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity should conduct NEA.

Students' work should be produced and authenticated according to the requirements of the Examinations Board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a student feels that this may not have happened in relation to his or her work, he or she may make use of the following appeals procedure.

9.3 NEA Mark Review and Appeals - Process

9.3.1 Candidates told Coursework Mark

Candidates are told their marks by the HOD or class teacher, only after full internal moderation procedures have been completed.

9.3.2 Candidate Requests copies of Material

Candidate requests copies from HOD or class teacher and, depending on the subject, will normally include copies of the:

- marked assessment
- mark scheme
- assessment criteria

Where a candidate can only view the original assessment materials (for instance, Art) they will not be allowed unsupervised access to the original materials or artefacts.

9.3.3 Candidate Evaluates whether a Review is Appropriate

Candidate reviews the available material.

Candidate discusses any concerns with the appropriate HOD.

If the candidate decides that they would like to have a review, **they will need to explain, in writing, on what grounds they wish to request a review of an internally assessed mark - these reasons must make specific reference to the marked assessment and the mark scheme and/or assessment criteria.**

If a candidate requests a review, they must remember that their marks may go up, down or stay the same - any outcomes are final (pending any change through the awarding bodies moderation process).

9.3.4 Candidate applies for a Review

Candidates must, **within 5 working days of receiving their NEA marks, request copies of materials (see 9.3.2), review these and apply via email (see 9.3.3) to the EO for a review.**

Once the candidate confirms that they wish a review to go ahead, the EO will:

- Inform the HOD of the candidate request.
- Advise candidate that the review process has started and expected outcome date

If a candidate fails to meet the five-day deadline, we may not be able to undertake the NEA review. If marks have been submitted to the exam board (which will happen no sooner than 10 working days after candidates are told their marks) then candidates will not be able to request a review.

9.3.5 Review is Undertaken

The HOC will appoint a qualified member of teaching staff to conduct the review - it will be undertaken by the following staff, in order of preference, providing the member of staff has no personal interest in the outcome:

- Subject HOD
- Subject teacher
- HOD of another similar subject (i.e. Product Design for Textiles) with suitable support from originating subject team.
- An external agency, who has been verified by the HOD.

The investigation will decide whether the marking of the NEA conformed to the requirements of the awarding body and the examinations code of practice of the JCQ.

HOD supplies EO with written breakdown of the review, including:

- Members of staff involved in the review,
- What work was looked at,
- The marking outcome.

The review must be completed in time for the EO to submit final marks to the exam boards, to meet published deadlines.

The outcome of the review will be made known to the Headteacher.

A written record of the appeal will be kept and made available to the awarding body at their request.

9.3.6 Candidate is Informed of Outcome

EO informs the candidate, in writing, of the outcome of the review, including any changes to marks.

(grid of submission dates indicated in Appendix 3, Page 31)

10.0 MALPRACTICE

JCQ guidance:

https://www.jcq.org.uk/wp-content/uploads/2023/09/Malpractice_Sep23_FINAL.pdf

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself.

10.1 What Constitutes Malpractice?

‘Malpractice’ and ‘maladministration’ involve a failure to follow the rules of an examination or assessment. Malpractice may or may not relate directly to sitting an examination. Awarding bodies are aware of the possibility of novel or unexpected forms of malpractice emerging as technologies and the nature and organisation of examination centres change.

This may involve:

- 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; and/or compromises public confidence in qualifications
- compromises or attempts to compromise or may compromise the process of assessment
- 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.

10.2 Reasons for Malpractice:

- some incidents are intentional and aim to give an unfair advantage in an examination or assessment
- some incidents arise due to a lack of awareness of the regulations, carelessness, or forgetfulness in applying the regulations (which may often be called ‘maladministration’)
- some occur as a result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the supervision of candidates is disrupted).

10.2.1 Individuals who may be involved in Malpractice:

- candidates

- teachers, tutors, trainers, assessors or others responsible for the conduct, administration or quality assurance of examinations and assessments including examination officers, invigilators and those facilitating access arrangements (e.g. readers, scribes and practical assistants)
- assessment personnel such as examiners, assessors, moderators or internal and external verifiers
- other third parties (e.g. parents/carers, siblings or friends of the candidate)

10.3 Types of malpractice:

The JCQ member awarding organisations divide malpractice into the following types:

- breach of security;
- deception;
- improper assistance to candidates;
- failure to co-operate with an investigation;
- maladministration;
- candidate malpractice.

10.4 Centre Staff Malpractice and Maladministration.

Centre staff malpractice may be 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 must take all reasonable steps to prevent malpractice. These can include but are not limited to:

- Ensure that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the JCQ documents above and any further awarding body guidance.
- Ensure that staff involved in the delivery of assessments and examinations understand the key dates and deadlines and that there are robust procedures in place to ensure these are met.
- Ensure that examination officers are appropriately trained, resourced and supported.
- Ensure that exams at alternative sites are conducted in accordance with JCQ ICE requirements.
- Ensure that all staff who manage and implement special consideration and access arrangements are aware of the requirements and are appropriately supported and resourced.
- Ensure that members of staff do not communicate any confidential information about examinations and assessment materials, including via social media.
- Ensure that examination clash arrangements are planned and managed effectively.
- Ensure that staff delivering/assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or other potential candidate malpractice.
- Ensure that the centre has a culture of honesty and openness so that any concerns of potential malpractice can be escalated appropriately without fear of repercussion.

10.5 Candidate Malpractice:

Candidate malpractice may be committed 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; *see also section on Artificial Intelligence (AI)*.

Centre must take all reasonable steps to prevent malpractice. These can include but are not limited to:

- Candidates are given JCQ notices, e.g. Information for candidates, non-examination assessments, coursework, on-screen tests, written examinations, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place.
- Candidates are informed verbally and in writing about the required conditions under which the assessments are conducted, including warnings about the introduction of prohibited materials and devices into the assessments (mobile phones, watches, earphones and smart glasses) and access to restricted resources.
- Candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.
- Candidates are aware of the sanctions of passing on or receiving (even if the information was not requested) confidential assessment materials. If a candidate receives confidential information, they must report it to a member of centre staff immediately.
- Candidates involved in examination clash arrangements are aware of appropriate behaviour during supervision, i.e. ensuring that candidates cannot pass on or receive information about the content of assessments, thereby committing candidate malpractice.
- Candidates completing coursework or non-examination assessments are aware of the need for the work to be their own.

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 must be dealt with in accordance with the centre's internal procedures. The only exception to this is where an awarding body's confidential assessment material has potentially been breached. The breach must be reported to the awarding body immediately.

Centres should not normally give credit for any work submitted which is not the candidate's own work. If any improper assistance has been given, a note must be made of this on the cover sheet of the candidate's work or other appropriate place. If coursework, controlled assessment, non-examination assessment or portfolio work which is submitted for internal assessment is rejected by the centre on grounds of malpractice, candidates have the right to appeal against this decision.

10.6 The Head of Centre must:

- notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in coursework or non-examination assessments before the authentication forms have been signed by the candidate. If staff malpractice is discovered in coursework or non-examination assessments, the head of centre must inform the awarding body immediately, regardless of whether the authentication forms have been signed by the candidate(s)
- report malpractice using the appropriate forms
- be accountable for ensuring that the centre and centre staff always comply with the awarding body's instructions regarding an investigation
- ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carers/ appropriate adult is kept informed of the progress of the investigation
- ensure that if it is necessary to delegate the gathering of information to a senior member of centre staff, the awarding body's agreement is obtained and the senior member of centre staff chosen is independent and not connected to the department or candidate involved in the suspected malpractice. The head of centre should ensure there is no conflict of interest which might compromise the investigation
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of centre staff, candidates and any others involved
- make information requested by an awarding body available speedily and openly
- co-operate with an enquiry into an allegation of malpractice and ensure that their staff do so also, whether the centre is directly involved in the case or not

- ensure staff members and candidates are informed of their individual responsibilities and rights as set out in this document
- forward any awarding body correspondence and evidence to centre staff and/or provide staff contact information to enable the awarding body to do so
- at all times comply with data protection law
- pass on to the individuals concerned any warnings or notifications of sanctions and ensure compliance with any requests made by the awarding body as a result of a malpractice case.

10.7 Awarding Bodies may, at their discretion, impose the following sanctions against candidates:

1. Warning The candidate is issued with a warning that if he/she commits malpractice within a set period of time, further specified sanctions will be applied.
2. Loss of all marks for a section: The candidate loses all the marks gained for a discrete section of the work. A section may be part of a component, or a single piece of non-examination assessment if this consists of several items.
3. Loss of all marks for a component: The candidate loses all the marks gained for a component. A component is more often a feature of a linear qualification than a unitised qualification, and so this sanction can be regarded as an alternative to sanction. (some units also have components, in which case a level of sanction between numbers 2 and 3 is possible).
4. Loss of all marks for a unit: The candidate loses all the marks gained for a unit. This sanction can only be applied to qualifications which are unitised. For linear qualifications, the option is sanction 3. This sanction usually allows the candidate to aggregate or request certification in that series, albeit with a reduced mark or grade.
5. Disqualification from a unit: The candidate is disqualified from the unit. This sanction is only available if the qualification is unitised. For linear qualifications the option is sanction 7. The effect of this sanction is to prevent the candidate aggregating or requesting certification in that series if the candidate has applied for it.
6. Disqualification from all units in one or more qualifications If circumstances justify, sanction 5 may be applied to other units taken during the same examination or assessment series. (Units which have been banked in previous examination series are retained.) This sanction is only available if the qualification is unitised. For linear qualifications the option is sanction 8.
7. Disqualification from a whole qualification: The candidate is disqualified from the whole qualification taken in that series or academic year. This sanction can be applied to unitised qualifications only if the candidate has requested aggregation. Any units banked in a previous examination series are retained, but the units taken in the present series and the aggregation opportunity are lost. If a candidate has not requested aggregation, the option is sanction 6. It may also be used with linear qualifications.
7. Disqualification from all qualifications taken in that series If circumstances justify, sanction 7 may be applied to other qualifications. This sanction can be applied to unitised qualifications only if the candidate has requested aggregation. Any units banked in a previous examination series are retained, but the units taken in the present series and the aggregation opportunity are lost. If a candidate has not requested aggregation, the option is sanction 6. It may also be used with linear qualifications.
8. The candidate is barred from entering for one or more examinations for a set period of time. This sanction is applied in conjunction with any of the other sanctions above if the circumstances warrant it.
9. Unless a sanction is accompanied by a bar on future entry, all candidates penalised by loss of marks or disqualification may re-take the component(s), unit(s) or qualification(s) affected in the next examination series or assessment opportunity if the specification permits this. (Heads of centre may wish to take further action themselves in cases of candidate malpractice)

11.0 PLAGIARISM

JCQ Guidance:

<https://www.jcq.org.uk/wp-content/uploads/2023/07/Plagiarism-in-Assessments.pdf>

Plagiarism refers to a student copying work and submitting it as their own. This can involve:

- published resources (whether in print or on the internet),
- AI-generated content, essays, or pieces of work previously submitted for assessments by others or manufactured artefacts.
- copying that involve memorisation and reproduction of text.
- the direct and unacknowledged translation of foreign language texts into English.

Each candidate is issued with an electronic copy of the appropriate JCQ Information for Candidates and it is important that each candidate understands the contents of the notice, particularly the meaning of plagiarism and what sanctions may be applied.

Centres must reinforce to a candidate the significance of their signature on the form which states they have understood and followed the requirements for the subject; candidates sign a declaration that they have understood what plagiarism is, and that it is forbidden; make clear what is and what is not acceptable in respect of plagiarism and the use of sources, including the use of websites.

Candidates must provide details of any web pages from which they are quoting or paraphrasing.

Candidates must acknowledge sources with clarity to ensure that there is no suspicion of plagiarism; including the risks of using AI, how to acknowledge its use and what constitutes malpractice

12.0 USE OF ARTIFICIAL INTELLIGENCE (AI)

JCQ Guidance:

https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf

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.

12.1 AI chatbots

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

12.2 AI misuse

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism.

AI misuse constitutes malpractice as defined by JCQ.

The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for several years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

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

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

12.4 Steps to prevent AI misuse

- Candidates are advised on the importance of submitting their own independent work (a result of their own efforts, independent research, etc) for assessments
- Candidates are to acknowledge the use of AI and should reference appropriately (including websites); and also to avoid AI misuse
- Where students are using word processors or computers to complete assessments, teachers and relevant centre staff are aware to disable improper internet/AI access where this is prohibited.
- Students are required to sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres
- Each student is issued with an electronic copy of, and understands, the appropriate JCQ Information for Candidates
- Students to confirm in their (electronic) declaration the work they are submitting is their own and the consequences of a false declaration, and that they have understood and followed the requirements for the subject
- Awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice
- Teachers are aware they must not use AI tools as the sole marker of student work
- Access to online AI tools on centre devices and networks is restricted
- Access to online AI tools is restricted on centre devices used for exams
- Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content and then reference the sources they have used. In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it.

13.0 RESULTS, ENQUIRIES ABOUT RESULTS (EARS) AND ACCESS TO SCRIPTS (ATS)

13.1 RESULTS

Candidates receive individual results sheets on Results Days in person at the Centre.

Any candidate who is unable to collect their results in person must organise alternative arrangements, in prior agreement with the EO.

Arrangements for the Centre to be open on Results Days are made by the HOC.

All staff are welcome to join SLT on Results Day(s).

Further information can be found on the Examinations page on the school website

Confidentiality of Results

The centre will keep results entirely confidential and restricted to the HOC, examinations office staff and key members of teaching staff within the centre (at the discretion of the HOC), until the official dates and times of release of results to candidates.

13.2 EAR (Enquiries about Results)

EARs may be requested by the HOD or candidates if there are reasonable grounds for believing there has been an error in marking. Where the HOD wishes to make a request, this must be approved by the HOC, and the consent of the candidate(s) must be obtained in writing.

Where the HOD initiates the request, the cost will be met by the Centre. Where the candidate applies to have an enquiry carried out, they meet the costs - as such, all EAR requests from candidates / parents are upheld.

By applying and paying for an EAR, candidates and parents accept that marks can go up, remain the same, or go down.

13.3 APPEALS

The school will not fund a candidate or parent requested re-mark, this is the responsibility of the candidate or parent.

Should the centre have sufficient evidence, it may appeal the outcome of an EAR, on behalf of a candidate. Centres can only appeal against the Awarding Bodies procedures for EAR - they cannot appeal the mark awarded.

Appeals for EAR cannot encompass any incidents or conditions that existed at the time of the examinations

Should a candidate wish to appeal against the School's processes with regards to EAR applications they may do so, in writing to the HOC.

13.4 ATS (Access to Scripts)

After the release of results candidates may, at their own expense, ask the EO for a photocopy of their script within three working days e.g. Monday 16:00 for results issued the previous Thursday.

Centre staff may also request photocopies of scripts for investigation or for teaching purposes. In either case, the consent of candidates must be obtained in writing, costs being met from the Exams budget (investigation), or Curriculum Areas (teaching purposes).

Original scripts can also be requested. If requested by the candidate, they must meet the expenses, if requested by the HOD the consent of the candidates must be obtained in writing, and the Centre will meet the cost. Remarks cannot be applied for once an original script has been returned.

13.5 Post-Results Services Information

Further information, including deadlines, procedures and prices, can be found on the Examinations page on the school website

14.0 CERTIFICATES

Certificates are presented in person on Certificates Presentation Evening in December or January, collected, and signed for.

Certificates may be collected, and signed for, on behalf of a candidate by a third party - see **“Third Party Collection”**

Certificates may be posted - see **“Posting Certificates”**

All information available on the Examinations page of the school website.

The Centre retains certificates for a minimum of one year, they are then securely destroyed, as per Awarding Body instructions.

Certificates lost, or destroyed securely, can be replaced by the Awarding Body, at a cost to the candidate.

15.0 CONFLICTS OF INTEREST

The School manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

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

The School maintains clear records of all instances where:

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

The HOC will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records will be retained until the deadline for reviews of marking has passed or until any appeal,

malpractice or other results enquiry has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

HOC will ensure that entering members of centre staff for qualifications at their own centre is as a last resort in cases where the member of centre staff is unable to find another centre.

The HOC is responsible for ensuring that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials.

The HOC will ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.

This policy is also available on the School website.

APPENDIX 1: EXAMS CONTINGENCY PLAN

1.0 FURTHER GUIDANCE TO INFORM AND IMPLEMENT CONTINGENCY PLANNING

1.1 Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at The King's (The Cathedral) school. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

At all times, the Examinations Officer (EO) and Senior Leadership Team (SLT) will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

Alongside internal processes, this plan is informed by information contained in the Joint contingency plan for the examination system in England, Wales and Northern Ireland where it is stated that *“Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”*

2.0 CAUSES OF POTENTIAL DISRUPTION TO THE EXAM PROCESS

2.1 EXAMINATIONS OFFICER EXTENDED ABSENCE AT KEY POINTS IN THE EXAM PROCESS (CYCLE)

Criteria for implementation of the plan

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

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- annual exams plan not produced identifying essential key tasks, key dates and deadlines.
- sufficient invigilators, readers and scribes are not identified and trained.

Entries

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

Pre-exams

- exam timetabling, seating plans, list of readers and scribes are not prepared.
- candidates not briefed on exam timetables and awarding body information for candidates.
- exam/assessment materials and candidates' work not stored under required secure conditions.
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators.

Exam time

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

Results and post-results

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

CENTRE ACTIONS

Deputy Headteacher (Academic) (DHA) to assume responsibility for the above tasks with the support of Data Assessment and Reporting Manager (DARM)), and other centre staff, as required.

2.2 SENDCO EXTENDED ABSENCE AT KEY POINTS IN THE EXAM CYCLE

Criteria for implementation of the plan

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements.
- evidence of need and evidence to support normal way of working not collated.

Pre-exams

- staff providing support to access arrangement candidates not allocated and trained.

Exam time

- access arrangement candidate support not arranged for exam rooms.

CENTRE ACTIONS

Deputy SENCO is employed to deputise where necessary. Learning Support staff to work with DHA to identify students where applications for access arrangements may be required.

2.3 TEACHING STAFF EXTENDED ABSENCE AT KEY POINTS IN THE EXAM CYCLE

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Final entry information not provided to the exams officer on time, resulting in:

- candidates not being entered for exams/assessments or being entered late.
- late or other penalty fees being charged by awarding bodies.

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

CENTRE ACTIONS

EO to liaise with acting Head of Department (HOD) and/or SLT, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

2.4 INVIGILATORS - LACK OF APPROPRIATELY TRAINED INVIGILATORS OR INVIGILATOR ABSENCE

Criteria for implementation of the plan

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

CENTRE ACTIONS

EO will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.

EO, in conjunction with SLT, will be aware of the school staff available for invigilation, reading and scribing at short notice and for peak exam days.

EO will consult with the HOC and DHA should we need to recruit emergency invigilation staff from recruitment agencies.

2.5 EXAM ROOMS - LACK OF APPROPRIATE ROOMS OR MAIN VENUES UNAVAILABLE AT SHORT NOTICE

Criteria for implementation of the plan

- **Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning**
- **Insufficient rooms available on peak exam days**
- **Main exam venues unavailable due to an expected incident at exam time**

CENTRE ACTIONS

EO will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.

In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. SLT will work with the EO at all times during such emergencies.

2.6 FAILURE OF IT SYSTEMS – SUCH AS BY A CYBER ATTACK

Criteria for implementation of the plan

- **MIS system failure at final entry deadline**
- **MIS system failure during exams preparation**
- **MIS system failure at results release time**

CENTRE ACTIONS

EO with the help of DHA and in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body (AB) websites. At all times during the system failure the EO will liaise with the AB to minimise disruption and costs incurred.

2.7 DISRUPTION OF TEACHING TIME – CENTRE CLOSED FOR AN EXTENDED PERIOD

Criteria for implementation of the plan

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

CENTRE ACTIONS

SLT to manage all such incidents to ensure the curriculum is followed remotely. Where this is due to national or regional emergencies the School will follow the guidance of the department for Education or the Local Authority.

2.8 CENTRE UNABLE TO OPEN AS NORMAL DURING THE EXAMS PERIOD

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

CENTRE ACTIONS

The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.

Provisional arrangements have been made with St John Fisher School who have agreed to be used as an alternative venue should the situation arises.

Also see “What schools and colleges and other centres should do if exams or other assessments are seriously disrupted” here:

<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>

2.9 CANDIDATES UNABLE TO TAKE EXAMINATIONS BECAUSE OF A CRISIS - CENTRE REMAINS OPEN *Criteria for implementation of the plan*

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

CENTRE ACTIONS

The EO will contact the relevant AB to discuss alternative arrangements, including alternative venues for examinations, and liaise with the SLT to take appropriate action.

2.10 DISRUPTION TO THE TRANSPORTATION OF COMPLETED EXAMINATION SCRIPTS

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

CENTRE ACTIONS

EO will contact the AB to notify them of any such difficulties and, under advice of the AB, put in place suitable alternative arrangements.

2.11 ASSESSMENT EVIDENCE IS NOT AVAILABLE TO BE MARKED

Criteria for implementation of the plan

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

CENTRE ACTIONS

EO will contact the AB to notify them of any such incidents and act upon advice given.

2.12 CENTRE UNABLE TO DISTRIBUTE RESULTS AS NORMAL

Criteria for implementation of the plan

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

CENTRE ACTIONS

EO will contact the AB to notify them of any such incidents and act upon advice given

FURTHER GUIDANCE TO INFORM AND IMPLEMENT CONTINGENCY PLANNING

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland; <http://dera.ioe.ac.uk/22107/>

GOV.UK

Emergency planning and response: <https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-andearly-years-settings>

Resilience and contingency arrangements

Regulators' guidance on ensuring resilience in the qualifications system is put in place. A process for gathering evidence of candidate performance is put in place, in line with the published guidance by Ofqual:

<https://www.gov.uk/government/publications/guidance-on-collecting-evidence-of-student-performance-to-ensure-resilience-in-the-qualifications-system>

APPENDIX 2: NON-EXAMINATION ASSESSMENT (NEA) CLASSROOM WARNING

The following text is to be read to the group at the start of the NEA session - where the NEA takes place over a number of lessons, it needs only to be read at the very first session:

- This NEA will be performed under Examination regulations - i.e. the same as any written exam undertaken in the Main Hall

- You must follow fully all instructions given to you by the member of staff conducting the NEA
- You may not communicate in any way with another candidate. You may not give help to another candidate or ask for help from another candidate. Should you have any questions, please put up your hand to attract the attention of the member of staff
- If you are found to have any unauthorised item with you, even if you did not intend to use it, this will be dealt with as a disciplinary issue within the School and, depending on circumstances, may be reported to the Exam Board
- If it is discovered that you have broken the regulations, one of the following penalties could be applied by either the School or the Exam Board:
 - the piece of work will be awarded zero marks;
 - you will be disqualified from that unit for the examination series in question;
 - you will be disqualified from the whole subject for that examination series;
 - you will be disqualified from all subjects and barred from entering again for a period of time;
 - Your awarding body will decide which penalty is appropriate.

APPENDIX 3: NON-EXAMINATION ASSESSMENTS (NEA) RISK MANAGEMENT

This document is designed to minimise the risk associated with NEA, to make it clear which people are responsible for which risk, and to ensure consistency across the school.

Key to abbreviations:

AHM	Assistant Headteacher (Middle School)
AHOY	Academic Head of Year
AHS	Assistant Headteacher (Sixth Form)
DHA	Deputy Headteacher (Academic)
EO	Examinations Officer
HOD	Head of Department
SLT	Senior Leadership Team

Overview Senior Leadership Team

- AHM and AHS will provide overview and guidance on the timings of NEA. The co-ordination to highlight possible clashes including external events (fieldwork, work experience), exams (e.g. science, maths modules), and other controlled assessments. The overall aim is to reduce the pressure points for our students throughout the year.
- To assist in the co-ordination and resourcing of ICT facilities.

Priorities of the school to be

1. Discrete ICT lessons
2. Controlled Assessments
3. ICT NEA activities
4. Occasional Use

Order of room usage:

1. Free ICT rooms (181-183)
2. DT ICT rooms
3. Sixth Form ICT room

DHA and EO will create, publish and update an internal appeals policy for controlled assessment.

Heads of Department (HOD)

- Decide on the awarding body and specification for a particular award. Supply to the exams officer details of unit codes where appropriate.
- Ensure that all teachers within their team understand fully the rules and regulations regarding the safe delivery of NEA - paying particular attention to regulations on low through to high level of control.
- Ensure there is consistency of approach through the process (e.g. in terms of the level of advice students are able to receive).
- Ensure consistency / equity of resources across groups (e.g. same number of ICT bookings, equipment required).
- Where appropriate, liaise with the ICT network manager to set up secure log in details.
- Have procedures in place to standardise the marking of NEA.
- Have procedures in place to ensure the safe keeping of controlled produced work in keeping with exam guidelines.
- Have procedures in place and an overview of those students who miss NEA time and need opportunities to catch up.
- Along with the classroom teacher, ensure that students are sufficiently well prepared for the assessment, understand the process involved, and have access to legitimate supporting material.

Teaching Staff

- Understand and comply with the awarding board specification and guidelines for NEA, including any subject specific instructions.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only allowing assistance to students as the specification allows.
- In consultation with the HOD, retain candidates work securely between assessment sessions. Also retain work securely until the closing date for enquiries about results.
- Ask the appropriate Learning support co-ordinator for any assistance required in the management of access arrangements.

Exams Officer (EO)

- Enter students for correct awards, and tier (if applicable) before the deadline.
- Create and distribute spreadsheets for HODs to record NEA marks. HODs to return completed spreadsheets to EO to be entered online, to meet awarding body deadlines.

Responsibility Codes for Risk Management Process

Code	Responsibility
R	Strategic Responsibility for the risk / issue
A	Accountability for the risk
C	Consulted about the risk / issue
I	Informed should the risk actually occur

The deadline dates for NEA submission:

Date department informs student	Last day of Spring term
Candidate deadline for appeals	First day of Summer term
Deadline to submit to EO	Tuesday after first bank Holiday Monday

2024/2025 Deadline dates for NEA submission:

Date department informs student	04/04/2025
Candidate deadline for appeals	22/04/2025
Deadline to submit to EO	06/05/2025



The King's (The Cathedral) School

Word Processor Procedure

The criteria The King's (The Cathedral) School uses to award and allocate word processors for examinations.

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams.

Awarding word processors

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

Exceptions might include where a candidate has, for example:

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


Allocating word processors

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

Statement produced by: Mr D. Rhodes - Deputy Headteacher (Academic).

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2/10/2024

Risks and Issues	Preventable Action	Staff
	Forward Planning	
Timetabling		
Assessment times clash with other activities	HOD to identify expected timings of their NEA, taking into account teaching commitments and other external factors. This process to be overseen by SLT link for KS4 and movement where required discussed.	R: AHM/AHS A: AHM/AHS C: HODs / AHOYs I: AHM/AHS
Too many NEA close together across subjects or lines of learning	Plan NEA so they are spaced out so not to place undue pressure on students. SLT link to have overview.	R: AHM/AHS A: AHM/AHS C: HODs / AHOYs I: AHM/AHS
Accommodation		
Insufficient ICT space for NEA	HOD's to Identify when students will need ICT rooms - including no. of students, no. of groups, start and end dates. ICT bookings for discrete ICT to be in place at least one term in advance. HOD's will then be able to book based on priorities (see earlier document).	R: HODs A: HODs C: DHA I: DHA
Downloading awarding body set tasks		
IT system unavailable on day of assessment	Download tasks well ahead of scheduled NEA date in all cases. Book IT equipment well ahead and download tasks before scheduled date of assessment. Identify some possible slack within the schedule.	R: Teaching Staff A: Teaching Staff / HOD C: ICT Support Staff / HOD I: ICT Support
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.	R: HODs A: Teaching Staff C: ICT Staff
Loss of task details in transmission	Download tasks well ahead of scheduled NEA date. Report loss to awarding body for replacement; download again.	R: Teaching Staff I: EO

Absent candidates		
Candidates absent for all or part of NEA (various reasons)	Plan alternative session(s) for candidates. Ensure clear guidelines within session to reflect normal NEA conditions. Aim to consolidate all students into manageable sessions.	R: Students, Teaching Staff A: Teaching Staff I/C: HOD
Control levels for task taking		
NEA 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.	R: Teaching Staff A: HOD I: EO
Supervision		
Teaching staff/assessors do not understand supervision of NEA is their responsibility	Ensure teaching staff/assessors understand nature of NEA and their role in supervision.	R: Teaching Staff A: HOD C: EO I: EO
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.	R: Teaching Staff A: HOD C: EO I: EO
NEA have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately. Seek guidance from the awarding body.	R: Teaching Staff A: HOD C: EO I: EO
Security of materials		
NEA tasks not kept secure before assessment	Ensure teaching staff understand importance of task security. Request/obtain different NEA tasks.	R: Teaching Staff A: HOD C: EO I: EO

Candidates' work not kept secure during or after NEA	Define appropriate level of security, in line with awarding body requirements, for each department as necessary.	R: Teaching Staff A: HOD C: EO I: EO
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.	A: Students R: Teaching Staff C: HODs I: Parents / AHOY
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 office can process and send off marks ahead of AB deadlines. Seek guidance from awarding body.	A: Teaching Staff R: HODs C: SLT I: EO
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.	R: HODs A: Teacher
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.	R: HOD A: HOD C: SLT