Queen's Croft High School

Examination Policy

Including Access Arrangements Policy, Lockdown Policy, Exam Archiving Policy, Complaints and Internal Appeals Procedure

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EXAMINATION POLICY

Purpose

The purpose of this exam policy is to ensure the planning and management of exams at Queen's Croft High School is conducted efficiently and in the best interest of candidates and to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

The exam policy will be reviewed every year.

The exam policy will be reviewed by the Senior Leadership team and approved by Governors.

Roles and Responsibilities

The head of centre (HOC) is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

The examinations officer (EO) 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 and assessments. The examinations officer will be line managed by a member of SLT who has exams knowledge.

The SENDCo is the person who must work with teaching staff, support staff (such as Learning Support Assistants and Teaching Assistants) and exams office personnel to ensure that approved access arrangements/reasonable adjustments are correctly applied for and put in place for internal school tests, mock examinations and examinations.

The head of centre may not appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan. (GR, section 2)

Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
    - General Regulations for Approved Centres (GR)
    - Instructions for conducting examinations (ICE)
    - Access Arrangements and Reasonable Adjustments (AA)
    - Suspected Malpractice - Policies and Procedures (SM)
    - Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
    - A guide to the special consideration process (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments

- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
    - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
    - has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
    - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in the same penalties as listed in the previous bullet point
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

Overall responsibility for examinations sits with the Headteacher (**Head of Centre**). On a day-to-day basis this responsibility is delegated to the relevant member of the senior leadership team (the **Exam Lead**) who is supported by the **Exams & Data Manager and Administration Team** at the school.

Recruitment, selection and training of staff

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the ALS lead/SENDCo 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 an ALS lead/SENDCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures that the ALS lead/SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise themselves with the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system
- **Internal governance arrangements**
- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent

Escalation/Contingency Process

Please see the Exams Contingency Policy for further information.

- Has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the Exams Officer
- Makes sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during the examination

Delivery of qualifications

- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes; but is not limited to; ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned

Public liability

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
  - the location of the centre's secure storage facility in a secure room which must only be used for the purpose of administering secure examination materials
  - the secure room only contains exam-related material
  - there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility
  - access to the secure room and secure storage facility is restricted to the authorised two to six keyholders and staff approved by the head of centre are accompanied by a keyholder at all times
  - appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff
  - appropriate arrangements are in place for handling secure electronic materials
  - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
  - that when it is permitted to remove question paper packets from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened
    (If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)

- Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication *Instructions for conducting examinations* (**ICE**)

- Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

Exams Officer along with the designated **Exams SLT Lead** – are the designated members of the centre who manage the administration of public and internal exams in conjunction with other administrative staff:

Understands the contents of annually updated JCQ publications including:

  - General Regulations for Approved Centres
  - Instructions for conducting examinations
  - Suspected Malpractice - Policies and Procedures
  - Post-Results Services (PRS)
  - A guide to the special consideration process

- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR https://ocr.org.uk/administration/ncn-annual-update/) by the end of October each year
    - Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register
    - Informs the National Centre Number Register Team **immediately** (e-mail address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place
    - (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility
    - Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status

- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials
- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.

- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams 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 exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements (once SENDCo has made applications via AA online) and makes applications for special consideration using the JCQ website.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Ensure all staff involved in examinations are aware of the Examination Policy and all the provisions and principles contained within it.

Malpractice

- 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 and after assessments have taken place
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *Suspected Malpractice – Policies and Procedures*
- Ensures irregularities are investigated and informs the awarding bodies immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:

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

- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENDCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Subject Teachers

- Consult with SENDCo for access arrangements requirements (as soon as possible after the start of the course).
- Submit candidates' names to curriculum leads and the Examination Officer.
- Ensure all candidates are aware of the provisions and principles of the Examination Policy including the procedure to following for any appeals against the outcomes received. (The procedure is appended to this policy) and Malpractice as detailed later in this policy.

Special Educational Needs and Disability Co-ordinator (SENDCo) and **Access Arrangements Assessor** Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA) are responsible for:

- Understanding the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
  Access Arrangements and Reasonable Adjustments
- Leading on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
- Presenting when requested by a JCQ Centre Inspector, evidence of the assessor’s qualification
- Assessing candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathering **evidence** to support the need for access arrangements for a candidate
- Liaising with teaching staff to gather evidence of **normal way of working** of an affected candidate and ensures it is correctly documented in the candidates EHCP or Annual Review (no sooner than Year 9)
- Determining candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathering signed **Personal data consent** forms from candidates where required and ensures **Data protection confirmation**(s) by the examinations officer or SENDCo are completed
- Applying for **approval** through **Access Arrangements online** (AAO) via the **Centre Admin Portal** (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO

- Keeping a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employing good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensuring staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Working with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaising with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Identifying and testing of candidates in relation to requirements for access arrangements, ensuring the latest.
- 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

- Attend/undertake training (on the current regulations), annual update, briefing and review sessions as required.
- Maintaining the security of papers and process.
- Collection of exam papers and other material from the exams officer before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the main office to be secured in the safe.

Administration staff

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

Site staff

- Support the EO in relevant matters relating to exam rooms and resources

Candidates (or their parents) are responsible for:

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Conflicts of Interest

Queen's Croft High School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

All staff will be requested to complete a Conflict of Interest Form at the start of each academic year. They will need to declare any conflicts according to JCQ Regulations (GR 5.3). A record of any declarations will be kept by the Exams Officer. Any persons declaring a Conflict of Interest will (where feasibly possible) excluded from the exam season. Where exclusion is not possible the person will not be in the sole possession of any exam materials and a record of their involvement will be kept for inspection.

Accredited Qualifications

The qualifications offered at this centre are decided by the Senior Leadership Team in conjunction with curriculum leads.

The accredited qualifications currently offered at Queen's Croft High School include GCSE, Entry level, Level 1 and Level 2 Vocational Qualifications and Functional Skills and Unit Awards and Certificates.

Any change of specification must be reported immediately to the Exams Officer in the school office. It is the responsibility of the subject teacher in charge of a qualification to provide full details of the course specification and details in respect of examination entries.

Exam seasons

External exams and assessments are scheduled in May and June each year. Some functional skills exams will take place outside this period and other practical examinations may also fall at different times. The school website will publish this timetable as soon as it is available.

On-demand assessments are to be scheduled in agreement with the Exams Officer.

Once confirmed, the Exams Officer will circulate the exam timetable for External Exams (GCSE's).

Entries, entry details and late entries

Candidates are selected for their exam entries by the Curriculum Leads/Subject Teachers following assessment for appropriate level and evidence provided to the Exams Officer to support this.

Entry deadlines are circulated to Subject Leads via Email.

Late entries are authorised by the Exam Officer.

Re-sits are offered to students where appropriate.

Queen's Croft High School do not accept Private Candidates.

Exam fees

Exam entry fees are paid by the school.

Late entry or amendment fees are paid by the school.

Equalities Act

All exam centre staff must ensure that they meet the requirements of the Equalities Act 2010 and this is outlined in the Exam's Disability Policy, which can be found in our Disability Policy (exams).

The centre will meet the disability provisions under the Equality Act 2010, by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Headteacher.

Queen's Croft High School will make every possible reasonable adjustment to meet the individual needs of any student with any form of disability covered under the provisions of the Equality Act (2010). Each candidate will be assessed on a case by case basis and provision made in relation to access arrangements and reasonable adjustments in line with our internal procedures. These are based on best practice and guidance from the specific exam board.

Fair Assessment

Queen's Croft High School is committed to ensuring that all learners have the opportunity to achieve their full potential by the most appropriate and direct route available. Decisions on whether a candidate should be entered for a particular subject will be taken following a review of their progress and in consultation with the Candidates/parents/carers and Subject teachers.

In addition to the specific provisions for disability detailed under the Equalities Act section above, the policy is based on all concepts of equality and diversity, as outlined in the School's Equality Policy. Candidates will not be disadvantaged on the basis of a protected characteristic; sex, race, disability, religion or belief and sexual orientation, pupils who are pregnant or undergoing gender reassignment.

Assessment procedures clearly detail the processes applied and ensure that exams are administered consistently and openly, and that the procedures are fair and non- discriminatory.

Non-examination assessment (NEA)

Non-examination assessments are carried out in accordance with the regulations set down by JCQ. A copy of the procedures and systems for non-examination assessments is appended to this policy.

Access Arrangements

The **SENDCo** will work with subject staff to identify those students who need access arrangements in advance of any examination series.

A candidate's access arrangements requirement is determined by an Educational psychologist or qualified Access Arrangements Assessor (PAPPA) and must be documented as their Normal Way or Working (NWOW) in their EHCP or Annual Review no earlier than Year 9 and the relevant testing acquired.

Will complete and submit for approval any requested arrangements via Access Arrangements Online (AAO) and will keep a record as required by JCQ regulations.

Making access arrangements available for candidates to take exams is the responsibility of the SENDCo and Subject Lead with support from the Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the **SENDCo.**

Rooming for access arrangement GCSE candidates will be arranged by the Exams Officer with reference to the Site Manager and IT Technician. Other assessments will be managed by the subject teachers after consulting with SLT Lead for Exams.

Alternative rooming

Where a candidate's needs mean that sitting an examination in the main exam room would cause significant distress or place them at a substantial disadvantage, alternative rooming may be used as a reasonable adjustment. Decisions are made on an individual basis, informed by evidence of need and the candidate's normal way of working. Alternative rooming is arranged and implemented by the Exams Officer in consultation with the SENDCo and relevant staff, in line with JCQ guidance.

Invigilation and support for GCSE access arrangement candidates will be organised by the Exams Officer in conjunction with the SLT Lead for Cover. Other assessments will be managed by the subject teachers after consulting with the SLT Lead for Exams and SLT Lead for Cover.

Further details can be found in the Access Arrangement Policy, which is appendix 8 of this policy.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer. The procedure for a lockdown is outlined in the school's exams Lockdown Policy, which is appendix 1 to this policy and Exam Contingency Policy.

Managing invigilators

Support staff are used to invigilate all examinations, as they know the pupils best and can reduce anxiety, however where possible staff who have taught the subject should not be used or must not be the only invigilator in a room.

Invigilators are timetabled by the SLT Lead for Cover and briefed by the Exams Officer. Invigilators have undertaken training and a log is kept by the Exams Officer.

Malpractice

Malpractice is any illegal or unethical activity or practice that deliberately breaches regulations, or might compromise quality assurance or control, or undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification, or could otherwise compromise the reputation of the centre, or the wider qualifications community in accordance with the JCQ publication *Suspected Malpractice – Policies and Procedures*

Malpractice may involve any or all the following: candidates, centre staff, for example:

- Candidate malpractice could be plagiarism of any kind; collusion or copying of another candidate's work; assuming the identity of another person for the purposes of assessment; providing false information in relation to exemption from assessment.

- Centre staff malpractice could be contravention of, or continued failure to meet centre approval, or administration or quality assurance requirements; providing improper assistance to candidates in the production of work for assessment; allowing evidence which is known by the staff member not to be the candidate's own to be included; or making claims for certification prior to the candidate completing all the requirements of the assessment

Maladministration is any unintentional activity or practice that leads to non-compliance with individual awarding organisation requirements. In most cases, maladministration will relate to administrative or quality assurance procedures, and may involve staff or candidates. Maladministration, if serious enough, may be treated as malpractice.

The Exams Officer is responsible for investigating any suspected malpractice. Malpractice is taken seriously and could potentially lead to disciplinary action for centre staff malpractice or disqualification for malpractice relating to candidates.

The procedure for dealing with Malpractice is detailed in Appendix 4 although all suspected and actual incidents of malpractice are reported to the examination board or JCQ as appropriate.

Exam days

The exams officer will book all exam rooms after liaison with SLT Lead for Exams and make the question papers, other exam stationery and materials available for the invigilator.

The site manager in consultation with the exams officer are responsible for setting up the allocated rooms.

The Lead Invigilator or nominated deputy will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam (outside the exam room) to assist with identification of candidates but must not advise on which questions or sections are to be attempted or engage in any other exam related conversation. Candidate cards with photo are also placed on desk for identification and information purposes.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to curriculum leads / subject teachers 24 hours after the end of the exam session. In the event of a conflict of interest, papers may be held until the end of the exam season.

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

Water in clear bottles will be provided by school for all candidates. No food or drink supplied by candidates will be permitted in the Exam Room.

Candidates

Candidates' personal belongings are handed in at the start of every exam. It is school policy for students to hand in mobile phones on a daily basis.

Disruptive candidates will be dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time, however, at the discretion of the exams officer or nominated deputy candidates may be released once the regulated minimum centre supervision time has passed.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

Absence

Candidates are expected to notify the EO before the start time of the exam should they be absent. Candidates will be made aware that this may affect their overall grade. Head of Centre will decide if any further action should be taken.

Late Arrival (or Very Late)

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. This is entirely at the discretion of the Head of Centre. Candidate will be warned that the awarding body may not accept their script.

Leaving the examination room

For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1)

For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)

Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates who have not had Rest Breaks approved as part of an Access Arrangement, may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.3)

Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates **must** not be allowed back into the room. (ICE 23.4)

At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5)

Managing behaviour

Inappropriate behaviour by a candidate in the examination room is deemed '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 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP, Definitions)

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP, Definitions)

Where a candidate or candidates are disrupting others, an invigilator will engage Head of Centre (or SLT in their absence) to remove those persons from the room. The incident will then be recorded and reported as malpractice to the awarding body.

Overnight Supervision

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays (8.1)

- Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- The overnight supervision arrangements must 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 or 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), e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations (ICE 8.3)

Private candidates

Queen's Croft High School does not accept private candidates for any examinations, this includes current pupils who receive private tutoring subjects that are not taught at school.

Seating and identifying candidates in exam rooms

Exams Officer

- Ensures a procedure is in place to verify candidate identity.

  Verifying candidate identity procedure

Queen's Croft High School candidates have an exam cards; showing their photograph; placed on their desk. In the event of no photo being available, staff known to the candidate will verify. On the day of their examination the EO or Invigilator checks the ID and seats them in the exam room. The EO or Invigilator check the ears of any candidates wearing hijabs to ensure they are not wearing ear pieces

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements

Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

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

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Results, enquiries about results (EARs) and access to scripts (ATS)

Queen’s Croft High School will be open on results day each August for students to collect their results (GCSE only). Results will also be emailed to parents’ email addresses held on SIMS after 8am on Results Day. Students will also be given the opportunity to collect a paper copy of their GCSE Results from the school between 10am and 12pm on Results Day.

Other results will be provided to candidates before the end of the summer term.

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate’s consent is required before any EAR is requested.

If a result is queried, the Exams Officer, teaching staff and head of centre will investigate the feasibility of asking for a Review of Marking at the centre's expense.

When the centre does not support a candidate's or parent's request for a Review of Marking, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged the appropriate fee. Any queries of this nature should be addressed to the exams officer.

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

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

GCSE Review of Marking cannot be applied for once a script has been returned.

Appeals

Any student or their parents wishing to appeal in relation to the school's marking of internally assessed work for public examinations should follow the *Internal Appeals Procedure* which is appended to this policy.

Certificates

Candidates (or their parents) are emailed once all Certificates are received and invited to collect. Any candidate who is not able to collect will have their certificates posted to them at their last known address. Candidates (or their parents) accept full responsibility for postal issues.

Retention of records: roles and responsibilities

Exams Officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exam archiving policy that identifies information held, retention period and method of disposal.
- The exams archiving policy can be found as Appendix 6 of this document.

Appendix 1

Queen's Croft High School

Lockdown Policy (Exams)

Purpose of the policy

This policy details the measures taken at Queen's Croft High School in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

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

Queen's Croft High School has devised lockdown procedures after consulting GOV.UK's Developing Dynamic Lockdown Procedures guidance.

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

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

Roles and responsibilities

Head of centre

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

Senior leadership team (SLT)

- To have accountabilities for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams Officer

- To support training invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- To be aware of the centre's lockdown procedure
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will
    - lock all windows and close all curtains/blinds
    - switch off all lights
    - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
    - take an attendance register/head count if possible
    - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
    - tell candidates to stop writing immediately and turn their papers over.
    - collect the attendance register
    - make a note of time when the examination was suspended
    - instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
    - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
    - lock all windows and close all curtains/blinds
    - switch off all lights
    - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room

- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
    - stop dismissing candidates from the exam room
    - instruct candidates who have left the room to re-enter the exam room
    - instruct candidates to remain silent and hide under examination tables
    - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
    - lock all windows and close all curtains/blinds
    - switch off all lights
    - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
    - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
    - Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- The lockdown will be ended by the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination

- Invigilators will then:
    - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
    - recalculate the revised finish time(s) to allow for the full exam time
    - tell the candidates to turn their papers over and re-start their exam
    - amend the revised finish time(s) on display to candidates
    - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- The exams officer will
    - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
    - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/exams officer will
    - negotiate any alternative exam sittings with the awarding bodies
    - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
    - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Appendix 2

Queen's Croft High School

Exams Archiving Policy

Purpose of the policy

The purpose of this policy is to:

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

This policy is used in line with Queen's Croft High School's policies on data protection including GDPR.

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
Alternative site arrangements	Any hard copy information on an alternative site arrangement. Notifications submitted online via CAP.	To be retained until the end of that Exam Series.	General Waste
Attendance register copies		*…keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.* [Reference ICE 12, 22]	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. *Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner.* [Reference PRS 6]	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	To be logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) *until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).* [Reference GR 3]	Returned to candidates or safe disposal
Centre consortium arrangements for centre assessed work	Any hard copy information relating to consortium arrangements for centre assessed work. Applications submitted online via CAP.		
Certificates	Candidate certificates issued by awarding bodies.	*…retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue* [Reference GR 5]	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	*…destroy any unclaimed/unposted certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results;* [Reference GR 5]	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificate issue information	A record of certificates that have been issued.	*…distribute/post certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued;* [Reference GR 5]	Confidential waste/shredding
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff.	Until end of exam series	Confidential waste/shredding
Confidential materials: receipt, secure movement and secure storage logs	Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials.	Until end of exam series	Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	Until end of exam series	Confidential waste/shredding
Entry information	Any hard copy information relating to candidates' entries.	Until end of exam series	Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	*For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations.* [Reference GR 6]	Issued to subject staff
Exam room checklists	Checklists confirming exam room conditions and	Until end of exam series	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	invigilation arrangements for each exam session.		
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.	Until end of exam series	Confidential waste/shredding
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams.	*Unused stationery will be returned to the centre's secure storage facility until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments.* *Any surplus or out-of-date stationery will be confidentially destroyed.* [Reference ICE 30]	Confidential destruction
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	Confidential waste/shredding
Invigilator and facilitator training records		*A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.* *A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.* [Reference ICE 12, 13]	Confidential waste/shredding
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Moderator reports		To be immediately provided to head of department as records owner.	Confidential waste/shredding
Moderation returns logs	Logs recording the return of candidates' work to the	Until end of exam series	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	centre by the awarding body at the end of the moderation period		
Overnight supervision information	JCQ form *Timetable variation and confidentiality declaration for overnight supervision* for any candidate eligible for these arrangements.	*…keep for inspection all completed forms available in your centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested;* [Reference ICE 8]	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of required candidate consent	*Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.* ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4, appendix A and B]	Confidential waste/shredding
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.	Until end of exam series	Confidential waste/shredding
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.	Until end of exam series	Confidential waste/shredding
Private candidate information	Any hard copy information relating to private candidates' entries.	N/A	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Proof of postage – candidates' work	Proof of postage of sample of candidates' work submitted to awarding body moderators. (Proof of postage of candidates' scripts to awarding body examiners/markers)	*(Centres not involved in the secure despatch of exam scripts service:* *a) must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This is taken to indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)* [Reference ICE 29])	Confidential Waste/shredding
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers	Until end of exam series	Confidential waste/shredding
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.	Confidential waste/shredding
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	*…keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.* [Reference ICE 6]	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of 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.	*Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting an on-line special consideration application until after the publication of results.* *Where a candidate is absent from an examination for an acceptable reason a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting a candidate's absence from an examination until after the publication of results.* [Reference SC 6]	Confidential waste/shredding
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Until end of exam series	Confidential waste/shredding
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 waste/shredding
Transferred candidate arrangements	Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.	Until end of exam series	Confidential waste/shredding
Very late arrival reports/outcomes	Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.	Until end of exam series	Confidential waste/shredding

Appendix 3

Queen's Croft High School

Access Arrangements Policy

Contents

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1. What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'. ([1]AA, Definitions)

Reasonable adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. ([1]AA, Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

2. Purpose of the policy

The purpose of this policy is to confirm that Queen's Croft High School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by the SENDCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

> Where the SENDCo is storing documentation electronically they **mus**t create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. ([1]AA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

[1]This publication is further referred to in this policy as AA

3. General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

> The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.
>
> The SENDCo, or an equivalent member of staff within a FE college, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.
>
> Access arrangements/reasonable adjustments should be processed at the **start** of the course.
>
> Arrangements **must** always be approved **before** an examination or assessment.
>
> The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (known as Normal Way of Working - NWOW).
>
> The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

4. Disability policy (exams)

A large part of the access arrangements process is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

> *"The head of centre/senior leadership team will recognise its duties towards disabled candidates (including private candidates where applicable) as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"*
> [GR 5.4]

The access arrangements policy further covers the assessment process and related issues in more detail.

5. The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in AA 7.3.

All candidates have an Education, Health and Care Plan (EHCP) and have been assessed by an Educational Psychologist or other appropriate professional.

Appointment of assessors of candidates with learning difficulties

The SENDCo will, ensure that any appointed an assessor that is engaged/employed in the centre, has evidence that the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

> **The SENDCo will** not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments… (GR, section 5.4) and report this to the Head of Centre.
>
> The head of centre **must** ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.
>
> Evidence of the assessor's qualification(s) **must** be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENDCo. (AA, section 7.3)

Reporting the appointment of the assessor(s)

The SENDCo will document and retain evidence of appropriate qualification in accordance with AA, section 7.4 (Reporting the appointment of assessors)

Process for the assessment of a candidate's learning difficulties by an assessor

All students have an EHCP, however, should their need not be documented or arise after the issuance of the EHCP/Annual Review, the SENDCo will institage the appropriate assessor/s and document the need of the candidate according to JCQ regulations

Before the candidate's assessment, the SENDCo must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8 or Form 9 if EHCP in place. The SENDCo and the assessor must work together to ensure a joined-up and consistent process.

The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.

As per AA, sections 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties) and record your process that reflects the requirements.

Note
SENDCos and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA, section 7.3)

Painting a *picture of need* and gathering evidence to demonstrate *normal way of working*

The SENDCo and Subject Teacher are responsible for painting a *picture of need* and gathering evidence to demonstrate *normal way of working*.

"Before the candidate's assessment, the SENDCo must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8 or Form 9. The SENDCo and the assessor must work together to ensure a joined-up and consistent process." [AA 7.5.2]

"An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8 or Form 9.

An independent assessor must discuss access arrangements with the SENDCo.
The responsibility to request access arrangements specifically lies with the SENDCo." [AA 7.5.3]

SENDCo will ensure that AA 7.5 Guidelines for the assessment of the candidate's learning difficulties by an assessor and 7.6 Completing Form 8 – JCQ/AA/LD or Form 9 reflect a Profile of Learning Difficulties and will record this appropriately.

6. Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 92 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Records of access arrangements requested for candidates are kept in a file in the exams secure room.

"The SENDCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed data protection notice for inspection by the JCQ Centre Inspection Service." [AA 8.6]

SENDCo will reference to AA 8 *Processing applications for access arrangements* and record steps taken to ensure compliance.

Centre-delegated access arrangements

Where a candidate requires access arrangements that are Centre-delegated, the Exams Officer and SENDCo follow the same procedures for awarding body access arrangements and records are kept in school in the exams secure room and on the management drive under exams. SENDCo is responsible for ensuring that all Access Arrangements are applied for and documented correctly on AAO.

7. Centre-specific criteria for particular access arrangements

Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. Further information can be found in the Word Processor Policy (exams)

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo and SLT.

The decision will be based on

- *whether the candidate has a substantial and long-term impairment which has an adverse effect; and*
- *the candidate's normal way of working within the centre* [AA 5.16]

> *"SENDCos must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act 2010. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)*
>
> *For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities.*
>
> *Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long-term medical condition or long term social, mental or emotional needs."* [AA 5.16]

Appendix 4

Queen's Croft High School

Complaints and Internal Appeals Procedure

Prepared by: Maxine Morton (Exams Officer)

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- **Key staff involved in the procedure**
- **Purpose of the procedure**
- **Appeals relating to internal assessment decisions (centre assessed marks)**
- **Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal**
- **Appeals regarding centre decisions relating to access arrangements and special consideration**
- **Appeals regarding centre decisions relating to other administrative issues**
- **Further guidance to inform and implement appeals procedures**

KEY PERSONNEL IN EXAMS PROCESS

Head of Centre (30241)	**Sam Wood (Co-Headteacher)**
Exams SLT Lead (30241)	**Emma Longdon (Business Manager)**
Exams Officer (30241)	**Maxine Morton (Data & Exams Manager)**
SENDCo (30241)	**Emma Staples**

Any potential disruption would be discussed with Primitas Learning Partnership to seek advice on alternative arrangements.

Purpose of the procedure

This procedure confirms Queen's Croft High School compliance with JCQ's **General Regulations for Approved Centres** (section 5.3, 5.8) in drawing to the attention of candidates and their parents/carers its written complaints and appeals procedure which covers general complaints regarding the centre's delivery or administration of a qualification.

Grounds for complaint

A candidate (or their parent/carer) at Queen's Croft High School may make a complaint on the grounds below (This is not an exhaustive list).

Teaching and Learning

Quality of teaching and learning, for example:

- Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's **internal appeals procedure**)

Access arrangements and special consideration

- Candidate did not consent to record their personal data online (by the non-acquisition of a completed **candidate personal data consent form**)
- Candidate not informed/adequately informed of arrangements in place and the subjects or components of subjects where the arranegements would not apply.
- Approved access arrangement(s) not put in place at the time of an examination/assessment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Conducting examinations

- Failure to conduct the examination according to the regulations
- Disruption during the examination/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported

Results and Post-Results

- Before examinations, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results (published on school website)

Raising a concern/complaint

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, Queen's Croft High School encourages an informal resolution in the first instance. This can be undertaken by emailing office1@queenscroft.staffs.sch.uk outlining your complaint.
If a concern or complaint fails to be resolved informally, the candidate (or parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

All documentation relating to the submission of formal complaint is available from the school website. Please see the Complaints Policy.

Internal appeals procedure

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration.
- Centre decisions relating to other administrative issues

Appeals relating to internal assessment decisions (centre assessed marks)

Certain GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Queen's Croft High School and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

This procedure confirms Queen's Croft High School compliance with JCQ's **General Regulations for Approved Centres** (section 5.7) that the centre will:

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

Deadlines for the submission of marks

Date	Qualification	Details	Exam series
07.05.2025	GCSE	NEA Marks Submission	Summer-2025

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

Queen's Croft High School ensures that all centre staff follow a robust *Non-examination Assessment Policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCSE project assessments including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Queen's Croft High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks by their subject teacher, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor

has not properly applied the marking standards to their marking, then they may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

Queen's Croft High School will:

1. ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body

2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria

3. inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment

4. having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that the originals will be shared under supervised conditions) within 30 calendar days

5. inform candidates they will not be allowed access to original assessment material unless supervised

6. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be

7. provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 5 days of receiving copies of the requested materials by completing an Appeals Request Form.

8. allow 14 days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks

9. ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review

10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre

11. inform the candidate in writing of the outcome of the review of the centre's marking

The outcome of the review of the centre's marking will be made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

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

Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure confirms Queen's Croft High School compliance with JCQ's **General Regulations for Approved Centres** (section 5.13) that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an online application for a clerical re-check, a review of marking, a review of moderation or an appeal
- Following the issue of results, awarding bodies make post-results services available. This information will be published on our school website.
- Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are made aware/informed by their subject teacher and the school website.

If the centre or a candidate (or their parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)

This is the only service that can be requested for objective tests (multiple choice tests)

- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

For written components that contributed to the final result, the centre will:

1. In all instances, consider accessing the script by:
    1. (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline or
    2. (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
2. Collect informed written consent/permission from the candidate to access their script
3. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
4. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
5. Collect informed written consent from the candidate to request the RoR service before the request is submitted
6. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body]

Written candidate consent (informed consent via candidate or parent/carer email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

For any moderated components that contributed to the final result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR), advise the candidate they may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing an Appeals Form within 3 days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of their appeal to their parents email address.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

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

The **internal appeals form** should be completed and submitted to the centre within 3 days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of the awarding body issuing the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer ad published o the school website). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms Queen's Croft High School compliance with JCQ's **General Regulations for Approved Centres** (section 5.3x) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

Queen's Croft High School will:

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

Access arrangements and reasonable adjustments

In accordance with the regulations, Queen's Croft High School:

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

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

Examples of failure to comply include:

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

Special consideration

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

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

This may include Queen's Croft High School decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where Queen's Croft High School makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

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

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

The appellant will be informed of the outcome of the appeal within 3 days of receipt by centre.

If the appeal is upheld, Queen's Croft High School will proceed to implement the necessary arrangements/submit the necessary application.

This procedure is informed by the JCQ publications A guide to the awarding bodies' appeals processes (section 3), Suspected Malpractice: Policies and Procedures (section 3.3), General Regulations for Approved Centres (section 5.4), Access Arrangements and Reasonable Adjustments (Importance of these regulations) and A guide to the special consideration process (sections 1, 2, 6)

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause Queen's Croft High School to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where Queen's Croft High School may make a decision that affects a candidate or candidates:

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

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

This procedure is informed by the JCQ publication A guide to the awarding bodies' appeals processes (section 7)

Internal Appeals form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Please tick box to indicate the nature of your appeal and complete all white boxes* on the form below

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- ☐ Appeal against the centre's decision relating to access arrangements or special consideration
- ☐ Appeal against the centre's decision relating to an administrative issue

*Where the nature of the appeal does not relate directly to an awarding body's specific qualification, indicate N/A in awarding body specific detail boxes

Name Of Appellant		Candidiate Name (if different to appellant	
Awarding Body		Exam Paper Code	
Qualification type		Exam Paper Title	
Subject			
State Grounds for appeal: If necessary continue on an additional sheet.			
(if applicable, tick below) ☐ Where my appeal is against an internal assessment decision, I wish to request a review of the centre's marking.			
Appellant Signature:	Date		

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure.

Complaints and Appeals log

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded.]

The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request. The awarding body will be informed if the centre does not accept the outcome of a review – this will be noted on this log.

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

Further guidance to inform and implement appeals procedures

JCQ publications

- General Regulations for Approved Centres

https://www.jcq.org.uk/exams-office/general-regulations

- Post-Results Services

https://www.jcq.org.uk/exams-office/post-results-services

- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

https://www.jcq.org.uk/exams-office/appeals

- Notice to Centres – Informing candidates of their centre assessed marks https://www.jcq.org.uk/exams-office/non-examination-assessments
- Suspected Malpractice: Policies and Procedures https://www.jcq.org.uk/exams-office/malpractice/
- Access Arrangements and Reasonable Adjustments https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/
- A guide to the special consideration process https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

Ofqual publications

- GCSE (9 to 1) qualification-level conditions and requirements https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions
- GCE qualification-level conditions and requirements https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

This policy has been reviewed against the JCQ 2025/26 publications: General Regulations (GR), Instructions for Conducting Examinations (ICE), Access Arrangements and Reasonable Adjustments (AARA), Instructions for Conducting NEA, A Guide to the Special Consideration Process, Suspected Malpractice Policies and Procedures (SMPP), and AI Use in Assessments.