EXAMINATIONS POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Peter Massey

Governor Committee Review: Education

Date of Last Review: July 2024

Review Cycle: Annual

Since 1893

Purpose of the Policy

To ensure that: -

- All procedures relating to the conduct of examinations are carried out in accordance with the criteria laid down in the JCQ booklet 'Instructions for Conducting Examinations' and 'General Regulations for Approved Centres'.

- Staff and pupils are aware of the rules governing the rules and conduct of public examinations.

- Staff and pupils are aware in good time of the timing and location of all public examinations.

- Examinations are conducted in a way which causes least disruption to the normal running of the school, but in the most advantageous conditions possible for students.

- The processing of results, communication of results information and management of Enquiries About Results are carried out in a timely and efficient manner.

Roles and responsibilities:

Sylvia Brett is the Head of Centre and is accountable to the awarding bodies for ensuring that the Harrogate Ladies' College is compliant with the published JCQ regulations and their requirements for the security and integrity of the examinations.

Peter Massey is Senior Master, and supports and advises the Head of Centre in this Role.

David Hammond is the Examinations Officer, and is the main point of contact for, the centre in matters relating to the general administration of the awarding body examination and assessments.

These individuals as well as other Senior Leaders should be familiar with the following JCQ documents:-

- 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
- A guide to the Special Consideration Process

Other Relevant Policies

The following HLC policies are all required to meet JCQ Requirements:-

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

HLC Examinations Contingency Plan – This includes an escalation process for any absence of staff, including the Head of Centre and Examinations Officer. Included as Appendix 1.

HLC Examinations Non Examined Assessment Policy – included as Appendix 2

HLC Examinations Appeals for Non-Examined assessment Policy – included as Appendix 3

HLC Examinations Emergency Evacuation Policy – Included as Appendix 4

HLC Examinations Word Processor Policy – included as Appendix 5

HLC Examinations Post Exam Requests Policy – Included as Appendix 6

HLC Examinations Safe Storage of Papers – Included as Appendix 7

HLC Examinations Conflict of Interest Policy – Included as Appendix 8

HLC Malpractice Policy – Including as Appendix 9

HLC Complaints Policy Whole School – Separate Policy Available

HLC Equalities, Diversity and Inclusion Policy – Separate Policy Available

HLC Data Protection Policy – Separate Policy Available

HLC Safeguarding Policy Whole School – Separate Policy Available

Complaints and Appeals

Candidates, parents and staff should be made aware that if they have any concerns or complaints about the proper running of examinations, these should be raised with the Examination Officer and Senior Master, who will work to resolve the issues as appropriate, consulting the Head of Centre if necessary. If the complaint concerns one of these, then the issue can be raised with the Deputy Head Academic. Alternatively, pupils and parents can raise any complaint within the School with the Principal, who is Head of Centre, following the HLC School Complaints Policy.

The Examination Cycle

The examination Cycle is structured around 5 stages, which are Planning, Entries, Pre-Exams, Exam Time, and Results and Post Results. For the main examination Cycle, the planning phase takes place in the Autumn Term, Entries in January and the first half of February. Pre-Exams through March and April. Exams usually start in late April, and finish in late June. Results are delivered in August, and post-results run through September. A condensed Examination Cycle takes place for re-sits in Maths and English GCSE in November.

1. Planning

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

The examination officer should alert relevant staff to changes to JCQ regulations.

The examination officer should contact Heads of Department about the following:-

- To check information about qualifications offered is up to date, and saves this information in the Examinations folder.
- To gather information about estimated entries for relevant qualifications.

Together with Heads of Year, the examinations officer should make sure that candidates are aware of updated information for candidates. This should be done before mock examinations so that mock examinations can follow procedures for real examinations as far as possible.

The Examinations Officer should meet with the SENCO, Heads of Year and the Senior Master to plan for the accommodation of appropriate Access Arrangements for pupils These should usually be agreed and in place for mock examinations.

The Senior Master should remind teaching staff about the controlled Assessment Policy, and appeals process within this.

2.   Entries

HODs and the Examinations' Officer share responsibility for ensuring accurate entries are submitted to Examination Boards on time. Late entries attract penalty fees and should be avoided. HoDs should be encouraged to enter candidates for examinations even if they are not 100% sure the candidate will sit, because there is a window of opportunity to reclaim the fee if the candidate is withdrawn within one month beyond the entry deadline. (Usually entries can be withdrawn before 21st April with no fee, but entries submitted after the entry deadline in late February attract late fees.)

Entries are first made by the examinations' officer into ISAMs based on the ISAMs pupils studying subjects in Upper 5 and Upper 6. Heads of Department and Heads of Year are responsible for informing the Examination Officer of any pupils taking examinations outside of these arrangements. The Examinations' Officer submits lists of entries to HODS, for checking. If there are errors, these are returned to the Examination officer for amendment. By 11th February, every HOD should have signed a dated a fully correct list of entries for their subject.

Once entries are in ISAMs, it is possible to generate individual examination timetables for each pupil. These can then be printed and handed to pupils, which provides another layer of checking. In particular, pupils should check the spelling of their names, and this will show how the names appear on their examination certificate. Although pupils may sometimes spot errors, Pupils are NOT responsible for checking their entries.

Entry fees for each candidate should be printed and passed to the Fees Manager as soon as possible after entries have been submitted.

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A full Examination Timetable should be downloaded from ISAMs and sent to school staff as soon as the entries are complete. The examination officer will then work to finalise this timetable by confirming rooming, resolving exam clashes, and adding details of non-timetabled exams, such as art exams and spoken language exams and then update staff with this amendments by the end of the Easter Holidays.

Once the examination is finalised, and dates for examination leave are agreed by CSLT, pupils should be briefed of the updated examination arrangements, including arrangements for any exam clashes. Pupils should be briefed on how to register their attendance during the examination period when they may be on examination leave, as well as the timetabled examination contingency dates. Parents of candidates should also be informed of these arrangements, and reminded that their examination fees will be added to the Summer Term Bill.

Candidates may not withdraw from an examination without permission from the HoD and the appropriate Head of School. Candidates wishing to withdraw from GCE re-sits must inform the Exams Officer, the appropriate HoD and the Head of Sixth Form before the date of the examination.

3.   Pre-Exams and Invigilator Training

The Examination Officer should check with the SENCO and Heads of Year to see if there are any changes to agreed Exam Access Arrangements. Using this information and the Full Exam timetable, the Examination Officer should plan appropriate rooming and staffing for the Examination Season.

Secure Storage

There is a secure examination storage room at Harrogate Ladies' College, which complies with JCQ requirements. The room is unmarked and its location need not be known to general staff. Keys to the room are stored securely in a safe in the school office. The Examination Officer, the Senior Manager, and the School Office Manager know the combination for this safe, and they are the only staff who should have access to the examination store.

During the pre-exam period, examination materials will be delivered to the School, (although some materials, for example, the pre-release material for Art Exams arrive in January). All exam material packages are signed in at reception and locked in the secure examinations' store by the office team, who then inform the Examinations' Officer that a package has arrived. It is the responsibility of the Examination Officer to check that the material in the package match the dispatch note from the examination board, and to sort the examination materials appropriately. Following the checking, question paper packets should be arranged in timetable order to reduce the possibility of opening a packet at the wrong time and must then be immediately locked in the secure storage facility

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Invigilators

The school employs external invigilators for each examination session and invigilation is also carried out by teachers subject to their availability. An invigilation timetable is produced by the Exams Officer electronically to teaching staff as well as being on the Cover noticeboard. Staff should inform the Exams Officer, Senior Master and the cover facilitator (currently David Hammond) immediately if they are unable to fulfil any of their allocated invigilation periods.

Training for Invigilators is conducted by the Senior Master and Examinations Officer at April INSET.

Invigilators should refer to the file 'Notes for Invigilators' which is kept on the desk in the examination room for information about the conduct of examinations. Information regarding what to do if a candidate is late or absent, what to do in the event of a fire alarm, etc, is contained in the file.

4.   Exams Season

The Examination Officer is responsible for the setting up of Examination Rooms through the examination period. He will be supported in this by the domestic team, the Senior Master and other invigilating colleagues, whether external or internal teachers. The Examinations' Officer should submit an Events' Checklist to communicate the requirements for the setting up with of Examination Rooms with the Estates and Domestic Teams.

HOD Script Check

The front cover of the envelop for each examination must be checked by the Exams Officer and the relevant HOD to ensure that we have the correct papers. This should take place at least one full week before the examination is due to take place.

Candidates are expected to behave appropriately at all times during examinations and are briefed by the Exams Officer and Senior Master prior to an examination session. Any breach of Exam Board rules should be reported immediately to the Exams Officer and Senior Master.

Candidates entitled to Exam Access Arrangements have this clearly recorded on their examination card, which will be on their desks through the examination. Additionally, lists of pupils entitled to Exam Access Arrangements are stored at the front of each exam room in the examination folder.

Identification of Candidates

Before the start of the examination, the Exams Officer sets up the name cards on the examination desk. As a small school, our candidates are known by most of our teacher/invigilators. At the start of the Examination, at least one senior staff member with good knowledge of pupils will be present (usually the relevant Head of Year or the Senior Master), who will check that candidates are sitting in their correct places. If an invigilator has

concerns about the identity of a candidate, they should contact the examination officer, who will organise for a senior teacher to check the identity of a candidate.

If external invigilators are used, the exams officer will work with the Senior Master to make sure there is a staff member who can positively identify the candidates at the start of the exam. On occasions, when external invigilators are used to invigilate speaking language exams, where there is a different start-time for each candidate, the external invigilator should be provided with a print-out of the pictures of the candidates from our school database. The external invigilator should contact the Exams' Officer, if there are any concerns.

Start of Examinations

The Examination's Officer is responsible for ensuring there is another staff member to complete the "Second Pair of Eyes Check" in the secure room, and for the secure delivery of examination materials to the appropriate rooms. Where more than one examination room is being used, the separation of papers should happen in the Secure room, and papers should be carried to the examination rooms in sealed envelopes.

Wherever possible, pupils should be reminded to not take any mobile communication technology outside the examination room. For Upper 5, this will usually happen in the Upper 5 Common Room, for Upper 6, this can be said to pupils before they enter the examination room. Additionally, the JCQ "No Mobile Phones" poster is displayed clearly outside all examination rooms, as well as the "Notice to Candidates Information".

We have developed a bespoke spread sheet, which is used to clearly communicate examination information and timings. This automatically calculates extra time for pupils entitled to this exam access arrangement.

The "Invigilator's Announcement" as listed in Appendix 3 of the ICE manual should be read in every examination room to all candidates before each examination session.

For examinations, invigilators must remain entirely focussed on the examination and should not be completing any other work during the session. They should complete the invigilation record as outlined in training, and ensure that there is a written record of the seating plan in the examination room.

End of Examination

Invigilators should give candidates a five minute warning before the end of their session. Pupils are advised that this warning cannot be guaranteed and may be missed in a busy session with multiple finishing times for exams.

Candidates should be told to stop writing at the end of their exam. They should remain seated in silence until all the papers have been collected by invigilators. After this, candidates can leave the examination hall in silence and remain in silence until they leave the corridor of the examination hall.

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Invigilators should sort the papers and put them into candidate number order. Scripts for different examinations should be kept in separate piles. They should collect the examination cards and put these into order. The last invigilator of an examination is responsible for the security of the examination papers, until they are handed on either to the examination officer. If for some reason it is not possible to find the examinations' officer, they should be taken to the school office and put in the secure storage. Scripts should never be left unattended, unless locked in secure storage.

Script Despatch

The Exams Officer is entirely responsible for the checking, packing and safe despatch of all scripts. Scripts should be checked against the examination register. This can marked on the school's copy of the register to evidence that this check has taken place. Yellow Label pick-ups should be organised before the start of the examinations season. In advance of pick-up, despatch envelopes should be stored in the secure safe in the School Office on the day on which papers are despatched. Overnight, scripts should be stored in the Exam Secure Store.

5. Results

Results for the summer examination session are officially available on the third Thursday of August (GCE) and the fourth Thursday of August (GCSE). Results can be accessed electronically the day before the official results day and are downloaded into iSAMS by the Exams Officer. Results are then entered onto spreadsheets and passed to senior members of staff. Results information at this stage is for staff only and should not under any circumstances be passed on to candidates, their parents or any other external body, including the Press.

Pupils receive their results via email on their results day at 8am. The Examination Officer, CSLT and the office team take joint responsibility for this. Candidates are given information at the end of the summer term explaining procedures for results and this information varies depending on the year group. One to one meetings with senior staff are offered to all pupils, which are offered online, but can be organised face-to-face if requested.

Upper 6: A level results are emailed to individual girls at 8am. UCAS track goes live at 8am when they can check their university status. If they need assistance, they can call in to school for one to one support. Usually it will be possible to do this face-to-face in school for candidates who are local. All candidates will be able to have an online one-to-one meeting with a senior staff member.

Upper 5: Candidates in Upper 5 receive their GCSE results by either email at 8am. Where possible they will be invited into school to celebrate their results with friends and receive face-to-face support from staff. All candidates will be invited to a one-to-one online meeting with a senior staff member to talk through their results and ask any questions that they may have.

6.   Post Results

Candidates can request post results services by completing an online form following their results. Post results services include "Reviews of Results" and "Access to Scripts". Candidates are encouraged to seek advice from their Head of Year and their relevant HOD before requesting these services. Candidates confirm that they are aware that their grade may go down as a result of requesting a "Review of Results". All requests for post results services must be completed through an online form. The Examinations' Officer is responsible for submitting and processing these requests and for communicating the outcomes to the candidates. The Senior Master is responsible for checking that all requests have been processed before the deadline passes, which is usually late September.

7.   Written Appeals Procedure

It is a regulatory requirement that Centres have in place a published system enabling candidates to appeal against the coursework and controlled assessment procedures that the Centre has followed. Details of this are included in Appendix 3.

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Appendix 1 – Contingency Plan

Possible Causes of Disruption to the Examinations Process

1 – Extended Absence of the Examination officer

<u>Criteria for implementation of the plan</u>

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

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

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

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

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

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

<u>Centre actions to mitigate the impact of the disruption</u>

- The Senior Master to step in and fill in for the Examinations officer's Role. For this reason, the Senior Master is registered as an administrator for the Exam Boards' online sites. In these circumstances the Senior Master would need to plan for support with

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other parts of his role to free up capacity. Planning this should be managed by the Senior Master, the Principal and the Deputy Heads Academic.

2 – Extended Absence of the SENCO

<u>Criteria for implementation of the plan</u>

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

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

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

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

Centre Actions

- HLC has two SENCos. The SENCo in Highfield would take over these responsibilities with input from the Senior Maste and Examinations Officer, Head of Middle School and the Head of Sixth Form.

- Examinations Officer to ensure appropriate training of staff providing support to candidates.

- Senior Master and Examinations Officer liaises with SENCo (or Acting SENCo) in February to ensure these criteria are met.

3 – Extended Absence of Teaching Staff

<u>Criteria for implementation of the plan</u>

Key tasks not undertaken including:

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

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

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

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

Centre Actions

Centre actions:

- Senior Master to work alongside senior staff to ensure that teaching absences are covered promptly and effectively, including consideration of re-allocation of current staff to exam groups.

- Senior Staff to monitor non-examined assessments, and take prompt action if there is danger that deadlines are not met.,

- Reminders in Examination Officer's diary, carried forward from the previous year.

- Calendar includes deadlines for HoD entries/marks to be received by the Examinations Officer.

- Each candidate's examination timetable is held in the Examination Officer's file, to show any late changes and resultant late fees.

    4   Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct examinations

- Invigilator shortage on peak examination days

- Invigilator absence on the day of an examination

Centre actions:

- Existing Invigilators are contacted before the next session of examinations to confirm their availability for the next examination period.

- Existing Invigilators are retired and have said they will try to step in at short notice if required.

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- Regular College staff are used to supplement Invigilation requirements. Teaching staff and the Examinations Officer would cover Invigilator absences.

- Part-time teaching staff are willing to invigilate at short notice.

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

Criteria for implementation of the plan

- Examinations Officer unable to identify sufficient/appropriate rooms during examinations timetable planning

- Insufficient rooms available on peak examination days

- Main examination venues unavailable due to an unexpected incident at examination time

Centre actions:

- In the last five years, the two main examination rooms have never been full to capacity. Were this to happen, other rooms within in College could be allocated to examinations and lessons re-roomed. In extreme circumstances, examinations could be moved to the Sports Hall, but it is extremely unlikely that this would need to happen.

- Seating plans are completed well in advance of the examinations to check on accommodation available.

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline

- MIS system failure during examinations preparation

- MIS system failure at results release time

Centre actions:

- Never leave entries etc. until the last minute. The internal deadline is two weeks before the actual exam board deadline.

- In the event of a failure, the College IT team would work on repairing the system to facilitate the examinations as an urgent priority. The examinations team would also contact examination boards for advice on how best to proceed in the

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circumstances, and to gain guidance for how best to deal with the situation. Exam boards would be able to advise on whether hard copies of entries would be acceptable or the most efficient way of setting up a new system for digital entries.

- There are regular downloads of data from ISAMs to a secure server, so relevant information about candidates to submit entries or communicate with candidates and parents should be available.

- System Failure caused by Cyber Attack is a real risk for schools, and JCQ offered the following guidance to help schools protect themselves from this. https://www.jcq.org.uk/wp-content/uploads/2023/11/Guidance-for-centres-on-cyber-security_23_FINAL.pdf

- Staff are regularly asked to change their password and two factor authentication is in place to protect HLC's network. Two factor authentication is in place for exam boarders. The Exams Officer and the Senior Master both have secure log-ins as administrators for their sites.

- There are back-up to school IT systems, which are updated daily. These should be available in the event that the school network is hacked.

- Results Day: It is College policy to be in the office before 7.00am to allow for any IT problems. If a problem still exists by 10.00am, the College would ask the Examination Boards for hard copies to be posted. Results are all sent out by e-mail.

- Alternatively on Results Day: Examinations Officer goes to every Examination Board website and downloads each candidate's results.

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- As a Boarding School, the College does not close in bad weather.

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- The Centre could move to online provision, which we have policies and procedures for following the COVID pandemic.

- A reciprocal agreement has been drawn up between Ashville College and Harrogate Ladies' College and provides a mutually beneficial arrangement in the event of a catastrophic failure of systems, loss of facilities or significant numbers of staff. If appropriate, Ashville College will be contacted. The Senior Master has the contact number of senior staff at Ashville should this arrangement be required.

- In most circumstances, the Sports Hall or Boarding Houses could provide safe venues for examinations should the main school become unusable. Decisions about this would be made in consultation with HLC's estate staff and potentially emergency services.

- Office staff are able to contact parents and pupils from outside school if there is a major disaster in the building. Wherever possible, senior staff would work to find ways whereby pupils could take their examinations as normally as possible, by using alternative school buildings or reciprocal arrangements with other schools. The Sports Hall might be useable as it is far away from the school building, also the Boarding Houses or Highfield could potentially be used. These plans can be effectively communicated to parents and pupils by office staff working from home.

8. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Senior staff in school to offer support as far as possible to allow pupils to take examinations. Parents in pupils to be involved in open supportive conversation. Exam Boards to be contacted to ask for advice about how this can be best achieved. Pupils to be offered one-to-one supervision in the Wellness Centre as a first option.

- Retain the Mock Examination papers and apply through Special Consideration, having contacted the Examination Boards previously.

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9. Centre unable to open as normal during the examination period

<u>Criteria for implementation of the plan</u>

- Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

<u>Centre actions:</u>

- A reciprocal agreement has been drawn up between Ashville College and Harrogate Ladies' College and provides a mutually beneficial arrangement in the event of a catastrophic failure of systems, loss of facilities or significant numbers of staff. If appropriate, Ashville College will be contacted. The Senior Master has the contact number of senior staff at Ashville should this arrangement be required.

- In most circumstances, the Sports Hall or Boarding Houses could provide safe venues for examinations should the main school become unusable. Decisions about this would be made in consultation with HLC's estate staff and potentially emergency services.

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10. Disruption in the distribution of examination papers

<u>Criteria for implementation of the plan</u>

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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

<u>Centre actions:</u>

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- The Boards announce any problems with delivery vans and they make alternative arrangements.

- Papers can be download and printed in school through the online exam board sites. Two staff in school can access these.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- We use Parcelforce, who have contingency plans. We follow their instructions.

- Completed papers are kept in the College safe until pick up has been arranged.

- Completed oral examinations are retained on memory stick and converted to disc. The College always has a backup copy.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Contact the relevant Boards and follow their advice. Mock papers are always held until examinations have been sat.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

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Centre actions:

- All results are now communicated by e-mail. Hard copies are issued on the official day and retained by Harrogate Ladies' College in case a candidate requires them.

- IF there was a failure of the email system, results could be communicated by phone. The school holds pupil phone numbers in ISAMs that could be used for this purpose.

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Appendix 2 – HLC NEA Policy

Introduction

Non-Examined Assessment is a form of internal assessment that is normally marked by the centre and subsequently moderated by the Awarding Body.

NEA is an extremely important element of many GCSE courses and makes up a significant part of the final GCSE grade.

It is in the interest of parents, pupils and teachers that pupils complete high quality assessments and NEA should be seen as a priority in raising standards and tackling underachievement.

The control levels (High, Medium or Low) are set by the Awarding Body for each stage of the assessment process.

The time allocated to NEA is set by the Awarding Body and will vary between subjects. Specific details for each task will be issued by the subject teacher at the beginning of the assessment.

Outlining staff responsibilities - GCSE Controlled Assessment

The Deputy Head (Academic) will:
- ensure, on behalf of the Principal, that each department carries out Controlled Assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);

- co-ordinate with Heads of Departments the schedule for Controlled Assessment to take place throughout the year;

- ensure, with Heads of Departments, that parents / pupils are aware of key dates in the Controlled Assessment programme and that the parents / pupils are aware of the requirements for Controlled Assessment including the JCQ Information for Candidates document.

- map overall resource management requirements for the year. As part of this resolve:

  o clashes/ problems over the timing or operation of Controlled Assessments.

  o issues arising from the need for particular facilities (rooms, IT networks, time out of College etc.)

- ensure that parents / candidates are aware of the internal appeals process.

Heads of Departments will:

- decide on the Awarding Body and specification for a particular GCSE.

- ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the Awarding Body specification.

- manage the NEA programme in their department in accordance with JCQ, Awarding Body and subject - specific requirements and guidance.

- ensure that all teachers in their department are familiar with the contemporary JCQ document Instructions for conducting Non-Examined Assessment and that they understand their roles and responsibilities in accordance with the relevant documents and guidance.

- ensure that individual teachers understand the requirements of the Awarding Body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

- ensure that all confidential materials, together with candidates' work, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet or similar.

- liaise with the Exams officer concerning any assistance required for the administration and management of access arrangements and / or extra time requirements.

- ensure that a log is kept which contains the date and time of each assessment, the names of teachers involved, a list of candidates present, a list of absent candidates, and a log of any incidents that took place during the Controlled Assessment.

- ensure that the marking of candidates work is standardised across the department as required and ensure that documentary evidence is retained from all standardisation exercises.

Teaching staff will:

- understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting Non Examined Assessments*.

- understand and comply with the Awarding Body specification for conducting Controlled Assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website for conducting Controlled Assessment.

- supply to the Exams Officer details of all unit codes for Controlled Assessments.

- obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

- supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- ensure that pupils and supervising teachers sign authentication forms on completion of an assessment and stored securely.

- mark internally assessed components using the mark schemes provided by the Awarding Body and submit marks through the exams office to the Awarding Body when required, keeping a record of the marks awarded.

- take part in any standardisation of marking meetings within the department as required.

- retain candidates' work securely between assessment sessions (if more than one).

- post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the center.

- ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

The Exams Officer will:
- enter pupils for individual units, whether assessed by Controlled Assessment, external exam or on-screen test, before the deadline for final entries.

- enter pupils' 'cash-in' codes for the terminal exam series.

- where confidential materials are directly received by the exams office, be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.

- on the few occasions where Controlled Assessment cannot be conducted in the classroom arrange suitable accommodation where Controlled Assessment can be carried out, at the direction of the Deputy Head (Academic).

- provide Heads of Department with a list of candidates entitled to extra time for Controlled Assessment.

The SENCO will:
- ensure access arrangements have been applied for.

- work with teaching staff to ensure requirements for support staff are met.

- work with teaching staff to facilitate access arrangements.

The Principal will:
- Report to the Awarding Body all instances of suspected or actual malpractice;

- Supervise, or delegate the supervision, of all investigations resulting from an allegation of malpractice.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Responsibility of parents:
- Parents and House staff should ensure that the girls are in College, and as well prepared as possible, for the preparation and carrying out of Controlled Assessment tasks, excepting legitimate absence.

- Parents and House staff should have discussed the implications of the JCQ Information for Candidates document with the girls and should be sure that they are aware of all the issues raised by this document.

Responsibility of candidates:
- It is girls' responsibility to adhere to the guidance provided by the subject teacher on Controlled Assessment.

- Candidates should contact their Subject Teachers directly following a period of absence.

Controlled Assessment – absence

Illness
If a candidate is ill and misses any element of the Controlled Assessment, the Subject Teacher will arrange at least ONE catch-up session after College, or at another agreed time, within the deadlines set by the Controlled Assessment regulations at which attendance will be compulsory and for any subsequent session.

Unauthorised absence
It is the responsibility of the candidate and the candidate's parents/guardians to inform the Deputy Head (academic) if they know that they will be absent for any part of the Controlled Assessment process; any alternative arrangements that are made to accommodate individual candidates in these circumstance will be at the discretion of the HOD and will not be optional.

Every effort will be made to allocate the same amount of time to such candidates as was afforded to those who were in class but, due to time constraints and teachers' other duties and commitments, this may not always be possible; candidates who were absent without authorization will be expected to work within these time constraints. Candidates who do not attend specially reorganized Controlled Assessment sessions may forfeit the associated marks for their GCSE/GCE.

All Controlled Assessment sessions will take priority over other extra-curricular (including sporting) fixtures and commitments (exceptional circumstances will be considered).

This policy should be read in conjunction with the Internal Assessment Appeals Policy.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Appendix 3 – Appeals for NEAs

- **Review of marking for internally marked assessments submitted for public exams at GCSE and A'level**

  o From 2017-2018, departments who conduct and mark internal non-examined assessments *as part of a public examination course* must inform candidates of their marks.

    ▪ Any candidate has the right to request a review of the mark awarded by the centre.

  o All relevant departments should, when setting timelines for non-examined assessments, appoint one teacher to conduct any potential review of marking, and set a deadline for the receipt of reviews. This teacher must not have had any part in the assessment of any candidate seeking a review.

    ▪ This deadline for the receipt of reviews should be the Friday of the full week following the release of marks to candidates; no appeals will be accepted after the deadline, without exceptions. This means that at least full week is available for candidates to choose to review their marks.

    ▪ Where it is not possible to appoint a member of teaching staff to conduct reviews (because the whole team is involved in internal moderation, for example) then an outside reviewer needs to be appointed by the Head of Department/Deputy Head Academic.

  o When releasing marks of non-examined assessments, departments must make students aware of their right to access their scripts. The process of script access will be decided by each department; it may involve students meeting with their teacher to review their script or performance at a specified time.

    ▪ When releasing marks to student's departments should also make them aware of the process of internal moderation that has occurred. In most cases this will already have involved work being marked at least twice.

    ▪ The implication of this is that the marking has already, in effect, been reviewed, so the chances of further changes are limited and students and parents should be aware of this. Add explicit number of days for appeal.

  o If a student or parent still wishes to request a review of the mark awarded, they must do so formally, to the relevant HoD, in writing or via email, setting out the grounds for the review.

    ▪ At this stage the Deputy Head Academic must be informed of the review request.

    ▪ The HoD will reply formally to acknowledge the review request, and outline the process and time frame as per this policy.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- ▪ The HoD must also inform parents and the student concerned that there is no "grade protection," and that reviews may result in marks being raised, being confirmed, or being lowered.

- o The HoD must also inform the parents that a review fee may be payable; this will be in line with the examination entry cost.

- o The review process must be overseen by the HoD, conducted by the teacher appointed by the department to complete reviews of marks.

  - ▪ The teacher responsible for the review must, firstly, check that all procedures have been followed with regard to non-examined assessments, that the department has adhered to the school's policy on non-examined assessments, and that the moderation process was carried out appropriately and correctly.

  - ▪ The teacher conducting the review should then review the marking of the relevant piece(s) of work with sight of the original mark, applying a reasonable tolerance with regard to the original mark (plus or minus 10%).

- o The review process must be concluded, and the parent and student informed formally of the outcome by the HoD in writing or via email.

  - ▪ The teacher conducting the review should communicate a final decision to the HoD and the Deputy Head Academic, along with feedback.

  - ▪ This final decision on the review of marking request should be communicated to the student and parent in writing or via email by the HoD, along with relevant feedback and justification, with the Deputy Head Academic copied in.

- o When setting timelines for non-examined assessments, all relevant departments must submit key information to the Deputy Head Academic, specifically:

  - ▪ The dates of any non-examined assessment such as oral examinations or performance work

  - ▪ The submission date for any coursework, or other, assignments

  - ▪ The date of relevant moderation meetings

  - ▪ The release date of marks to candidates

  - ▪ The departmental deadline for appeals

  - ▪ The date by which internally moderated marks must be sent to the relevant examination board

  - ▪ The name of the teacher/external assessor designated to conduct reviews

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Appendix 4 – Emergency Evacuation of Examination Rooms

In an emergency, invigilators will use the following procedure to evacuate the examination hall. A copy of this policy will be kept in the examination folder in each examination room.

Actions to be taken (as detailed in current JCQ [Instructions for conducting examinations](#) section 25, **Emergencies**)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room Candidates must be advised to close their answer booklet
Ensure candidates leave the room in silence
Ensure the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted
Allow the candidates the remainder of the working time set for the examination once it resumes
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant awarding body
Additional centre-specific actions to be taken

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Appendix 5 – Word Processor Policy

Some candidates have an entitlement to use a word processor as part of their Exam Access Arrangements. These candidates have this entitlement recorded on their candidate card in the exam hall, as well as it being recording in the examinations' folder. This has been arranged between the SENCO, the subject HOD and the head of year. The Examination Officer is responsible for ensuring that sufficient laptops are available to meet these exam access arrangements. The IT team will support the examination officer in this role and check that the laptops are set up correctly on the days of examination. In the unlikely event that there are insufficient laptops available, then candidates will use ICT rooms as appropriate.

The following insctructions are available for candidates and invigilators in the exam hall.

Instructions for Word Processors in Exams

For Pupils

- Your computer will be switched on and have wordpad up when you sit down for the exam. If there are any problems, put your hand up to tell the invigilator.
- Once the invigilator asks pupils to fill in the details on the front of their answer sheets, please:-
  1) Save the file onto the USB stick on your computer. Please save the file as your candidate number followed by the exam code. This is usually at the bottom of the question paper.
  2) Write at the top of your document
     a) Centre Number – 48213
     b) Candidate Number – Your candidate Number
     c) Paper Reference
  3) Regularly save your work through the exam session.
  4) At the end of the exam, print 2 copies your work to the printer. The invigilator will then bring you back your printed copies.
  5) Please use a pen to make sure each sheet has the centre number, your candidate number and the paper reference on it. Make sure each page is numbered.
- Place one copy of your exam script inside the normal exam paper. Leave the other copy outside. Hand all of this to the invigilator.
- Look out for accidently pressing the "Insert" button. This will mean that when you type it over-writes previous text. You can press it again to turn insert on and off.
- Look out for accidently pressing the "Num Lock" button. This will mean that you can only type numbers. Press it again to turn it off.

For Invigilators

- Please check that candidates are happy with the instructions above at the beginning and at the end of the exam. During the exam, please give occasional reminders for candidates to save their work.
- If there are any issues with the computers, please phone Caroline or Brad.
- The JCQ instructions for using laptops are copied on the back of this. Please refer to them if you are stuck.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- We are printing 2 copies of their papers. One will be sent to the exam board. One will be kept securely in school in case of any difficulites.
- At the end of the paper, please take the used memory stick and give it to Brad. Brad will set the computer up with a fresh memory stick for the next exam.

JCQ Instructions for Word Processors

Word processors (computers, laptops and tablets)

14.20 Centres can provide a word processor (e.g. computer, laptop or tablet), with the spelling and grammar check/predictive text disabled, to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic brailler or a tablet.

14.21 Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'.

The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s) and the centre must ensure that the battery is sufficiently charged for the entire duration of the examination.

The use of a fully-charged laptop or tablet will allow centres to seat a candidate within the main examination hall without the need for separate invigilation and power points.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

14.22 Candidates must be reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 – 6391/01.

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

14.23 Each page of the typed script must be numbered, e.g. page 1 of 6.

14.24 Invigilators must remind candidates to save their work at regular intervals. Alternatively, an IT technician can set up 'autosave' on each laptop/tablet. This will ensure that if there is a complication or technical issue, the candidate's work is not lost.

> In order to make marking easier for examiners, candidates should use a minimum font size of 12pt and double spacing.

14.25 A word processor:

    a) must be used as a typewriter, not as a database, although standard formatting software is acceptable;

    b) must have been cleared of any previously stored data, as must any portable storage medium used. **An unauthorised memory stick must not be used by a candidate.** When needed, the centre must provide a memory stick, which is cleared of any previously stored data, to the candidate;

    c) must be in good working order at the time of the examination;

    d) must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;

    e) must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. **The candidate must be present to verify that the work printed is his or her own.** Word processed scripts must be attached to any answer booklet which contains some of the answers;

    f) must be used to produce scripts under secure conditions, otherwise they may be refused;

    g) must not be used to perform skills which are being assessed;

    h) must not be connected to an intranet or any other means of communication;

    i) must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;

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j) must not include graphic packages or computer aided design software unless permission has been given to use these;

k) must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;

l) must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;

m) must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

An awarding body may require a word processor cover sheet to be included with the candidate's typed script. Please refer to the relevant awarding body's instructions.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Appendix 6 – Post Result Services

Candidates can request post results services by completing an online form following their results. Post results services include "Reviews of Results" and "Access to Scripts". Candidates are encouraged to seek advice from their Head of Year and their relevant HOD before requesting these services. Candidates confirm that they are aware that their grade may go down as a result of requesting a "Review of Results". The Examinations' Officer is responsible for submitting and processing these requests and for communicating the outcomes to the candidates. The Senior Master is responsible for checking that all requests have been processed before the deadline passes, which is usually late September.

Heads of Year will inform pupils if they do not believe a review of marking is appropriate. They can consult with the Senior Master, the Deputy Head Academic and The Principal if unsure.

Appendix 7 – Safe Storage and Keys

Receipt of Papers

Exam papers are delivered to reception or to the office and signed for by the member of staff on duty. The member of staff receiving the materials must complete the Exams Materials Point of Delivery Log.

When they arrive, David Hammond, Exams Officer is informed. They are stored in the office safe until the Exams Officer collects them.

The Exams Officer takes them to the exam store to secure them in the blue coded unit as soon as possible. The Exams Officer must complete the Exams Materials Exams Officer Receipt Log.

If the Exams Officer is not available, then Leah O'Neill, Office Manager takes them to the exam store and locks them in the bottom of the blue coded unit, for the Exams Officer to sort when available.

If the Office Manager and the Exams Officer are both unavailable, then Peter Massey, Senior Master will be contacted to take them to the exam store, and store them in the blue coded unit.

Exam deliveries should not be left in the office overnight.

Keyholders

Keys for the exams store are stored in a secure unit in the school office. The Exams Officer, David Hammond, Peter Massey, Senior Master and Leah O'Neill, Office Manager are the only staff who know the code for the secure unit.

The Exams Officer will inform the awarding bodies immediately if the security of question papers is put at risk.

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Appendix 8 - HLC Examinations Conflict of Interest Policy

The responsibility of Centres to manage conflicts of interest are set out in JCQ "General Regulations for Approved Centres", as follows:-

It is the responsibility of the head of centre to ensure that his/her centre:

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

• any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;

• any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units;

and maintains clear records of all instances where:

• exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;

• centre staff are taking qualifications at their centre which do not include internally assessed components/units;

• centre staff are taking qualifications at other centres

The following procedures are in place to meet these responsibilities.

1 – All staff are asked to declare conflicts of interest as outlined above, both verbally at September INSET, and with a follow-up email sent in September.

2 – Additionally, the Exams Officer and Senior Master with the support of CSLT raise any issues where there are known pupils who are family members of Centre Staff.

3 – These will be logged in a Exams Conflict of Interest Log by the Examinations Officer.

4 – These will be passed on to Awarding Body by the Examinations Officer when required.

Appendix 9 – Malpractice Policy

Background

This policy is in accordance with relevant and up-to-date JCQ guidance set out in:-

JCQ – Suspected Malpractice in Examinations and Assessments Policies and Procedures

JCQ – General Regulations for Approved Centres

JCQ – Instructions for Conducting Exams

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

JCQ – AI Use is Assessments: Protecting the Integrity of Qualifications.

JCQ – Information for candidates Non-Examination Assessments

JCQ – Information for candidates Coursework

JCQ – Information for candidates Written examinations.

If there is ever an actual or perceived conflict between this policy and the JCQ guidance, then the JCQ guidance should be followed.

At Harrogate Ladies' College, the Principal is the Head of Centre. The Senior Master is the senior staff member with the responsibility for overseeing the examinations. The Exams Officer is line managed by the Senior Master.

What is malpractice?

This definition is taken from JCQ – Suspected Malpractice in Examinations and Assessments: Policies and Procedures]

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

• a breach of the Regulations; and/or

• a breach of awarding body requirements regarding how a qualification should be delivered; and/or

• a failure to follow established procedures in relation to a qualification;

which:

• gives rise to prejudice to candidates; and/or

• compromises public confidence in qualifications; and/or

• compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or

• damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Reporting of Malpractice

Responsibilities for the reporting of malpractice are set out in section 4 of "JCQ – Suspected Malpractice in Examinations and Assessments: Policies and Procedures". The following is an important quote taken from the document:- "Heads of centre must notify the appropriate awarding body

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in controlled assessments, coursework or non-examination assessment before the authentication forms have been signed by the candidate." [Suspected Malpractice in Examinations and Assessments: Policies and Procedures]

It should be noted that failure to report malpractice constitutes malpractice.

The Head of Centre, teachers and invigilators are made aware and reminded of the above responsibility on an at least annual basis. As a minimum this is covered in the April Invigilation training.

If staff discover or suspect malpractice at Harrogate Ladies' College, they should raise their concerns with the Senior Master or the Principal. The Senior Master will inform the Principal of any allegation or concern of malpractice reported. Any allegations of malpractice will be reported to examination bodies as set out in section 4 of "JCQ – Suspected Malpractice in Examinations and Assessments: Policies and Procedures". The Principal and Senior Master will ensure that Awarding Bodies are supported in any investigations that are required to be carried out within the school.

Preventing Malpractice

Section 3 of "JCQ – Suspected Malpractice in Examinations and Assessments Policies and Procedures" sets out reasonable steps Centres should take prevent malpractice. These are listed in the left hand column of the table, with the right hand column listed procedures to meet these steps:-

For Centre Staff:-

Reasonable Step	HLC Action
Ensure that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the JCQ documents above and any further awarding body guidance.	The Senior Master and Exams Officer work together to ensure guidance is followed, and communicated to teachers and invigilators.
Ensure that staff involved in the delivery of assessments and examinations understand the key dates and deadlines and that there are robust procedures in place to ensure these are met.	The Exams Officer sets internal deadlines two weeks before exam board deadlines are in place. Staff are reminded about deadlines and offered support where appropriate.
Ensure that examination officers are appropriately trained, resourced and supported.	The Exams Officer is supported in training and resources by the Senior Master.
Ensure that exams at alternative sites are conducted in accordance with JCQ ICE requirements.	The Exams Officer and Senior Master work with the estates team to ensure that JCQ requirements are met. Details about alternative site provision are included in the contingency plan.
Ensure that all staff who manage and implement special consideration and access arrangements are aware of the requirements and are appropriately supported and resourced.	The Principal and Senior Master support the school SENCO and ensure appropriate resources are allocated.

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Ensure that members of staff do not communicate any confidential information about examinations and assessment materials, including via social media.	Staff are warned and reminded not to do this, at least annually in invigilator training.
Ensure that examination clash arrangements are planned and managed effectively.	Pupils are briefed about rules regarding clashes in their exam briefing. Exam clash arrangements are communicated to pupils in person and then confirmed in emails. Appropriate supervision of pupils with exam clashes is organised through the invigilation timetable.
Ensure that staff delivering/assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or other potential candidate malpractice.	Please see section below on managing malpractice in coursework and NEA.
Ensure that the centre has a culture of honesty and openness so that any concerns of potential malpractice can be escalated appropriately without fear of repercussion.	The Principal and Senior Master will ensure that any staff with concerns of malpractice are listened to and supported within the school.
Ensure that teachers are aware that they must not use AI as the sole marker of student work.	

For Candidates:

Reasonable Step	HLC Action
Ensure that all JCQ notices, e.g. Information for candidates, nonexamination assessments, coursework, on-screen tests, written examinations, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place.	Exams Briefings take place through the period of study. In the first year there is a briefing covering NEA, courswork ,social media and plagiarism. In advance of mocks and again in advance of real exams, the information for written exams are circulated.
Ensure candidates are informed verbally and in writing about the required conditions under which the assessments are conducted, including warnings about the introduction of prohibited materials and devices into the assessments, and access to restricted resources	This is covered alongside the written communication in the briefing listed above.
Ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.	Again, covered in the briefing listed above.
• Ensure that candidates are aware of the sanctions of passing on or receiving (even if the information was not requested) confidential assessment materials. If a candidate receives confidential information, they must report it to a member of centre staff immediately.	Again, covered in the briefing listed above.
Ensure that candidates involved in examination clash arrangements are aware of appropriate	Arrangements for resolving clashes are covered in the exam briefing in advance of real exams.

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behaviour during supervision, i.e. ensuring that candidates cannot pass on or receive information about the content of assessments, thereby committing candidate malpractice.	Specific arrangements for clashes are communicated verbally and in writing to pupils before their exams. Supervision arrangements are in place to prevent pupils from talking to other pupils during clash times.
Ensure that candidates completing coursework or non-examination assessments are aware of the need for the work to be their own.	This requirement is covered in the first exam briefing. Additionally, candidates sign to confirm that the work that they submit is their own, and the consequences of plagiarism.

Plagiarism and Malpractice in NEA including problems caused by AI

Pupils are given copies of "JCQ Information for Candidates – Non-examination Assessments", and talked through these regulations by senior staff before starting their NEAs.

For NEA, pupils must submit work for assessments which is their own. It cannot be copied or paraphrased from other sources including AI software. Candidates must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Where candidates use AI in their work, this should be acknowledge doing so using an appropriate reference.

Prevention of Misuse of AI

Teachers should attempt to identify and report misuse of AI in pupil's NEA work. This can be done using the following methods:-

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:
- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Potential indicators of AI misuse

If the following are seen in student work, it may be an indication that the student has misused AI:
a) A default use of American spelling, currency, terms and other localisations*
b) A default use of language or vocabulary which might not accord with the qualification level*
c) A lack of direct quotations and/or use of references where these are required/ expected~
d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors) e) A lack of reference to events occurring after a

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certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects

f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered

g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work

h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this

 i) A lack of graphs/data tables/visual aids where these would normally be expected

 j) A lack of specific local or topical knowledge

k) Content being more generic in nature rather than relating to the student themself, or a specialised task or scenario, if this is required or expected

l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output

m)The submission of student work in a typed format, where their normal output is handwritten

n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit

o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content

p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

*Please be aware, though, that AI tools can be instructed to employ different languages, registers and levels of proficiency when generating content.

~However, some AI tools will produce quotations and references.

Automated detection

 AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI:

• OpenAI Classifier (https://openai.com/blog/new-ai-classifier-for-indicating-aiwritten-text/)
• GPTZero (https://gptzero.me/)
• The Giant Language Model Test Room (GLTR) (http://gltr.io/dist/)

In addition, the JCQ awarding organisations are aware that AI detection will shortly be added to the existing tool Turnitin Originality (https://www.turnitin.com/ products/originality). This tool features an AI review of a student's work, reviewing a portfolio of evidence and, we understand, will indicate the likelihood of AI use. These tools could be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve. The use of detection tools should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.