

## New Perspectives School Exams Policy

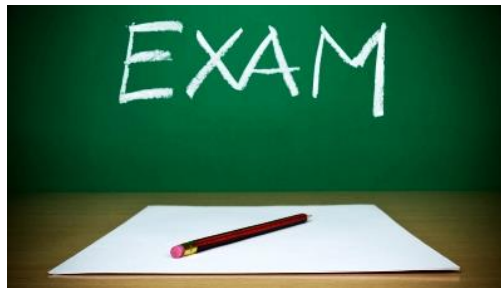
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## 1. Aims

This section provides details of the purpose of this document, as appropriate to our School:

The school is committed to ensuring that the exams management and administration processes run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the school's exam process are documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to the workforce is well informed and supported
- all school staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them.

This policy is reviewed annually to ensure ways of working in the school are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant school staff.

A copy of this policy will be made available on the school web site.

## a. Legislation and statutory requirements

This Policy fulfils the requirements of current JCQ guidance and is updated yearly as this guidance changes.

## b. Scope

This section gives details of the roles and responsibilities within our school:

**The Head of School** is the individual who is accountable to the awarding bodies for ensuring that the school 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** is the person appointed by the Head of School to act on behalf of, and be the main point of contact for, the school in matters relating to the general administration of awarding body examinations and assessments.

**The Head of School** may not appoint themselves as the examinations officer. A Head of School and an examinations officer are two distinct and separate roles. (GR 2)

### Head of School responsibilities

The Head of School is the individual who is accountable to the awarding bodies for ensuring that the school is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. **It is the responsibility of the Head of School to ensure that all staff comply with the instructions in this booklet.** Failure to do so may constitute malpractice as defined in the JCQ publication Suspected Malpractice: Policies and Procedures, 1 September 2021 to 31 August 2022:

<https://www.jcq.org.uk/exams-office/malpractice> (ICE Introduction)

### Head of School

Understands the contents, refers to and directs relevant school staff to annually updated JCQ publications including:

- General Regulations for Approved Schools (GR)
- Instructions for Conducting Examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AA)
- Suspected Malpractice - Policies and Procedures (SM) 7
- Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
- A guide to the special consideration process (SC)

This policy is available through the school web site.

- Ensures the school has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments

### **National School Number Register**

- The Head of School takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National School Number Register (NCNR) annual update
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the Head of School's declaration, will result in:
  - the school status being suspended
  - the school not being able to submit examination entries
  - the school not receiving or being able to access question papers and ultimately, awarding bodies could withdraw their approval of the school.

### **Recruitment, selection, training of staff**

- We will support and maintain a team of staff of an appropriate size and competence, including, where appropriate allocating protected time to support the management of examinations and to undertake any management tasks that the qualification awarding body required.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations and will read all appropriate JCQ information.
- The SLT will take reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications.
- Subject teachers will complete training in effective standardisation and moderation.
- **Staff who deliver qualifications must ensure that they have read and understood the subject/Examination specification and follow the instruction**
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of school-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the Subject Teacher/SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the school, and ensure compliance with the published JCQ regulations
- Appoints a SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities.

### **Internal governance arrangements**

- Should the Head of School be absent during the examination process the Governing Board will be notified immediately and be available to support.

### **Escalation Process**

- The Deputy Head will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout the examination series.
- Ensure that the School Staff undertake key tasks within the examination process and meet internal deadlines set by the Exams Officer.
- Make sure the teacher or other staff who teach the subject being examined is not an invigilator during the examination.

### **Delivery of Qualifications**

- The Head of School and all staff deliver 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
- Where/if using a third party to deliver any part of a qualification at the school:
  - The Head of School 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 ensuring that a copy of the written agreement is available for inspection if requested by the awarding body.

## **c. Roles and responsibilities**

The Head Teacher and Examinations Officer are responsible for updating and implementing this policy.

It is the responsibility of all staff who undertake Examinations delivery and Invigilation to ensure that they have read and understand the information contained in this policy as well as the JCQ guidance.

## **d. Policy Statement**

The Head of School ensures compliance with local health and safety rules which are in place and that the center is adequately covered for public liability claims.

## Security of assessment materials

The Head of School 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 school's secure storage facility in a secure room solely assigned to examinations 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 key holders and staff named and approved by the Head of School are accompanied by a key holder at all times
- appropriate arrangements are in place to ensure that confidential materials are only handed over to authorised members of school staff
- 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 papers 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.
- 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
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place
- Ensures 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 of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence)

## Exam Contingency Plan

Our contingency plan in case of any unplanned issues with our building are as follows:

- In the case of an unexpected issue within the school, a suitable room would be identified in one of our care homes and exams would be carried out there. This would

involve a careful Risk Assessment to ensure safety of transfer of examination materials and accurate recoding of issues.

- In line with the Emergency Evacuation section mentioned later in this policy an alternative building away from any disturbance may be sought at short notice.

### Other information relevant to this policy

- **Internal Appeals procedure;** this ensures internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents and carers.
- **Equalities Policy;** Ensures the school's equalities policy demonstrating the school's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting, and implementing access arrangements.
- **Complaints and Appeals Procedure (Exams).** Ensures a complaints and appeals procedure covering general complaints regarding the school's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers.
- **Child Protection;** Ensures the school has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements.
- **Data Protection ( Exams)** Consideration may also need to be given to the policy on sharing candidates' results and other exams related information with those with parental responsibility and third parties

### Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. This suggests that candidate consent should be sought to share results or other exams-related information with a third party. For results to be published we would seek this. Refer to ICO (Information Commissioner's Office) Schools, universities and colleges information and Exam results

This section of our School Policy outlines the approach our school will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

### Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

The intention behind an access arrangement is to meet the particular 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'

The majority of our students have an EHCP with some receiving Speech and Language Therapy (SaLT) and Occupational Therapy (OT) support. Students have access to clinical interventions due to mental health issues that on the whole, relate to Anxiety and low self-esteem associated with their ASC diagnosis.



Access arrangements are evidence by subject staff and the SENCo. These arrangements used are;

- Evidence provided by teachers and other staff
- Specialist assessments for example SaLT assessment
- Clinical report or Assessment
- Guidance given in EHCP

### **This is gathered by**

Detailed SENCo file note with pupils' views linked to EHCP is provided as evidence Access arrangements checklist is given to teachers to establish 'normal way of working'.

### **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'.

### **Data evidence**

SaLT or OT assessments.

Clinical Assessments if available.

**The SENCo has received appropriate access arrangements training and is familiar with the Access Arrangements and Reasonable Adjustments booklet Sept 2022 -Aug 2023.**

## Conflicts of Interests

The Head Teacher and Examinations officer ensures the relevant awarding bodies are informed before the published deadline for entries for each examination series of any potential conflict of interest where

- a member of school staff is taking a qualification at the school which includes internally assessed components/units (taking at the school as a last resort where unable to find an alternative school)
- a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of school staff with close relationship to the candidate 11

Maintains clear records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where

- a member of exams office staff has a close relationship to a candidate being entered for exams and assessments at the school or at another school
- a member of school staff is taking a qualification at the school which does not include internally assessed components/units (taking at the school as a last resort where unable to find an alternative school)
- a member of school staff is taking a qualification at another school
- Ensures other relevant school 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 school 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 school 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

## School Inspections

- The staff co-operate with the JCQ School Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit, and takes all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical
- The exams office allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ School Inspector will identify him/herself with a photo ID card and must be accompanied throughout his/her tour of the premises, including inspection of the school's secure storage facility

## Exams Officer

- Understands the contents of annually updated JCQ publications including
  - General Regulations for Approved Schools
  - Instructions for Conducting Examinations
  - Suspected Malpractice - Policies and Procedures
  - Post-results services (PRS)
  - A guide to the special consideration process

- Completes/submits the National School Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncnannual-update/>) by the end of October each year
- 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 Subject teachers/SENCo 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 School in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of school 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 school 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

#### **Senior Leaders**

- Are familiar with the contents, refer to and direct relevant school staff to annually updated JCQ publications including:
  - General Regulations for Approved Schools
  - Instructions for Conducting Examinations
  - Access Arrangements and Reasonable Adjustments
  - Suspected Malpractice - Policies and Procedures o Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
  - A guide to the special consideration process

**The above are available on the school's web site and will be updated annually by the Exams Officer**

#### **SENCo**

- Understands the contents, refers to and directs relevant school staff to annually updated JCQ publications including:
- Access Arrangements and Reasonable Adjustments
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- Is able to show they are a qualified assessor

#### **Senior Leaders**

- 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 Assistant Heads/SENCo
- 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

### **Teaching Staff**

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SLT or SENCo
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications e.g. reading qualification specification
- Attend relevant awarding body training and update events
- Actively seek support with any aspect of the qualification/accreditation if unclear and seek out further training as required.
- Ensure that all work relating to examination is taught and accurately marked in accordance with specification guidance.

### **Invigilators**

- A training session on the new regulations must be held for new invigilators. and those facilitating an access arrangement for a candidate under examination conditions. An annual update meeting must be held for the existing invigilation team so that they are aware of any changes. Schools must ensure that the testing of invigilators' competence and their understanding of these regulations is rigorous. This must also extend to those facilitating an access arrangement.

### **Reception 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 organisation and resources

## **Planning – Information Sharing**

### **Head Teacher**

- **Directs staff to read the annually updated JCQ publications including GR, ICE, AA, SM, NEA (and the instructions for conducting coursework) and SC**

### **Exams Officer**

Signposts relevant school staff to JCQ publications and awarding body documentation relating to the exams process that have been updated

- Signposts relevant school staff to JCQ information that should be provided to candidates
- As the school administrator, approves, approves relevant access rights for school staff to access awarding body secure extranet sites

## **Information Gathering**

### **Exams Officer**

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates, and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key school staff of internal deadlines

- Collects information on internal exams to enable preparation for and conduct of appropriate Mock examinations.

#### **The Deputy Head**

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

#### **Access Arrangements**

##### **Head Teacher**

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the school for all examinations and assessments
- The SENCo is suitably qualified and trained to support access arrangements details are included in the SEN policy.
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved.

##### **SENCo**

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the Head of School) to identify access arrangements / reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are school- delegated
- Gathers signed Personal data consent, Privacy Notice (AAO) and Data Protection confirmation forms (from candidates where required)
- Applies for approval through Access arrangements online (AAO) via the School Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps 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)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures 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
- Works 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
- Provides and annually reviews a school policy on the use of word processors in exams and assessments.

**The Exams Officer and SENCo should be familiar with the JCQ arrangements for accessing examination papers to prepare for access arrangements.**

## **Awarding Word Processors**

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

The '**normal way of working**' as defined by JCQ is as follows:

"The arrangement(s) put in place must reflect the support given to the candidate in the school, for example:

- in the classroom;
- working in small groups for reading and/or writing;
- literacy support lessons
- literacy intervention strategies
- pre public examinations

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting which may hamper their ability to be understood
- writing speed is too slow to be able to complete the exam in the allotted time

The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment."

## **Allocating word processors**

Appropriate exam-compliant word processors will be allocated by the IT department (EClarity) in liaison with the SENCo and the Exams Officer.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the students who require the use of a word processor will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

We will ensure that any candidate requiring separate invigilation within the school is clear and meets the JCQ regulations.

## **Separate Invigilation**

Separate invigilation is determined by the SENCo, in conjunction with relevant teaching staff and the Exams Officer. JCQ are clear in that the decision to offer separate invigilation to candidates is the responsibility of the SENCo. Separate invigilation will be considered where

the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- the candidate's difficulties are established and long term within the school;
- these difficulties are known to the Head Teacher, Pastoral Lead or the SENCO;
- separate invigilation reflects the candidate's normal way of working in internal school tests and pre public examinations as a consequence of a long-term medical condition or long-term social, mental or emotional needs;
- 'normal way of working' includes separate invigilation during pre-public examinations, internal school tests and/or high level GCSE controlled assessments.

The following are examples where candidates would be eligible for separate invigilation:

- A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS).
- A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties.
- The candidate's difficulties are established within the school and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)

Where a candidate simply panics on the day of an examination or becomes anxious, then he/she will not be offered separate invigilation but be seated more appropriately within the main examination space.

Separate invigilation is no different to other access arrangements; such as prompters, supervised rest breaks etc. and will need to have documented evidence in place for the arrangements to be made. The SENCo, Pastoral Lead and Senior Members of Staff will be aware of students with established and long term health conditions and which candidates are eligible for separate invigilation.

In certain circumstances, a candidate with '**an established difficulty**' may be eligible to take exams under separate invigilation. Schools may also receive requests from candidates (and/or parents/carers) to take their exams under separate invigilation (in a separate room with 1:1 invigilation).

All students will be supported to access examinations that occur in an unfamiliar space by visiting this space prior to any examination to be taken and familiarising themselves with the layout.

Working with the SENCo and exams officer (EO), who may highlight issues such as room availability and the need for additional invigilation, a school-based decision will be made on the need for separate invigilation for students

#### **Senior Leaders**

- Support the Subject Teacher lead/SENCo in determining and implementing appropriate access arrangements / reasonable adjustments
- Provide a statement for inspection purposes which details the criteria the school uses to award and allocate word processors for examinations

## Internal Assessment and Endorsements

### Head of School

#### Controlled assessments, coursework, and non-examination assessments

- Ensures arrangements are in place to co-ordinate and standardise all marking of school assessed components and ensures that candidates' school-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-specific forms by the required date
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of school-assessed components
- Ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the school's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for GCE and GCSE qualifications which include components of non-examination assessment (For CCEA GCSE schools this would be a controlled assessment policy)

#### Entries: roles and responsibilities

#### Estimated Entries

##### Examinations Officer

- Request estimated or early entry information, where this may be required by awarding bodies, from subject teacher in a timely manner to ensure awarding body external deadlines for submission can be met
- Makes candidates aware of the **JCQ Information for candidates – Privacy Notice** at the start of a course leading to a vocational qualification or when entries are submitted to awarding bodies for processing for general qualifications

#### Estimated entries collection and submission procedure

- Senior leaders and EO course information (subject qualification and codes) at the beginning of the academic year.
- The EO uses this information to identify which subjects will need Estimated Entries submitting online and inform the Head of School for inclusion in Board reports.

#### Final entries

##### Exams Officer

- Requests final entry information from Subject/Class Teachers in a timely manner to ensure awarding body external deadlines for submission can be met ensure the Assistant Head are aware of this request.
- Informs Subject Teachers and Assistant Heads of subsequent deadlines for making changes to final entry information without charge
- Confirms with teachers and Assistant Heads that final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification



### **Final entries collection and submission procedure**

The EO uses the KS4 Course information submitted at the beginning of the academic year by teachers and Assistant Heads to create exam entry mark sheets. EO then completes these mark sheets with the correct information for subjects/qualifications. Final entry sheets are then printed off by the EO and are checked, signed, and dated by the Head of School to confirm authentication. The EO then submits these entries to awarding bodies

### **Senior Leaders/Teachers**

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
  - changes to candidate personal details
  - amendments to existing entries
  - withdrawals of existing entries

Check final entry submission information provided by the EO and confirm information is correct

### **Entry Fees and Late Entries**

New Perspectives school will pay all normal exam fees on behalf of all candidates

Late entry or amendment fees are an additional cost that is not budgeted for. Subject Teachers must ensure that where possible these fees are avoided at all costs.

### **The Exams Officer**

- Has clear entry procedures in place to minimise the risk of late entries

### **Senior Leaders**

- Minimise the risk of late entries by
  - following procedures identified by the EO in relation to making final entries on time
  - meeting internal deadlines identified by the EO for making final entries

Teachers or Senior Leaders will not be challenged if changes are made to tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The EO must inform the Head or Deputy of any emerging issues

After the deadline, clear reasoning or evidence must be proved by the subject teacher to the Deputy Head or Head as to why these changes have occurred.

An action plan may be produced to mitigate future occurrences.

### **Re-sit entries**

Candidates will be supported financially by the school to resit an examination particularly if the target grade is within reach.

Retake decisions will be made in consultation with the candidates, subject teachers, parents/carers, and Deputy Head.

The EO must make the Administration Manager aware of the number of resits and the cost.

### **Private Candidates**

New Perspectives School does not accept private candidates

### **Candidate Absence**

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point New Perspectives School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination.

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body

A candidate will be considered absent from an examination if:

*The candidate is not present on completion of the attendance register once candidates are seated and have started the examination; OR the candidate is not present when the class register is taken before candidates are invited to enter the room, under supervised conditions, to start their examination.*

Once a candidate is identified as absent from an examination, the following action will be taken:

- The candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken

- A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker
- The candidate absence is noted on the seating plan by crossing through the candidate details
- The subject teacher or Deputy Head whose examination is missed will follow up as to the reason why the candidate is absent and inform the SLT and Pastoral lead.

### **Invigilators**

- will ensure that the absent candidate is clearly marked as such on the attendance register.

### **Special Consideration**

If a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met

- The examination is in the candidate's terminal exam series
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence
- The application for special consideration can be supported by signed evidence produced by a member of the senior leadership team

**The Exams Officer is responsible for dealing with special consideration requests.**

### **Pre-exams: roles and responsibilities Access**

#### **arrangements and responsibilities**

The Subject Teacher and SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Allocates appropriately trained school staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- The person appointed must not normally be the candidate's own subject teacher or teaching assistant. Where the candidate's own subject teacher or teaching assistant is used, a separate invigilator must always be present
- Ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the school's appointed assessor

#### **Briefing Candidates**

Exams Officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency day awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ information for candidate's documents
- Where relevant, issues relevant awarding body information to candidates
- Issues school exam information to candidates including information on:
  - exam timetable clashes
  - arriving late for an exam
  - absence or illness during exams
  - what equipment is/is not provided by the school
  - food and drink in exam rooms
  - unauthorised items in exam rooms
  - when and how results will be issued and the staff that will be available
  - the post-results services and how the school deals with requests from candidates
  - when and how certificates will be issued

#### **Security of Exam materials**

Exams Officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the Head of School
- Ensures access to the secure room is restricted and staff named and approved by the Head of School are accompanied by a keyholder at all times. There must be between

two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility

- Has a process in place to demonstrate the receipt, secure movement, and secure storage of confidential exam materials within the school this includes a log being kept when paper packets are removed from the dispatch packaging
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the school and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the school's secure storage facility) Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of school staff have access to electronic question papers)

#### **Reception Staff**

- Follow the process to log confidential materials delivered to/received by the school to the point materials are issued to authorised staff for transferal to the secure storage facility

#### **Teaching Staff**

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

#### **Timetabling and rooms**

##### **Exams Officer working with the Subject Teacher**

- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the Subject teachers /SENCo regarding rooming of access arrangement candidates

The Exams officer must not vary the examination Timetable if it clashes with any of the following, Work Experience, Field Trip, Sporting events, Holidays or Weddings or a candidate's personal arrangements.

### **Subject Teacher /SENCo**

- Liaises with the Exams Officer regarding rooming of access arrangement candidates
- Liaises with other relevant school staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates **to exams**

### **Site Staff**

- The Exams Officer and subject teacher inform site staff of room requirements.

Candidates must not be entered for the same subject at the same qualification level with more than one awarding body in the same series. Please see paragraph 5.6(g) of the JCQ publication General Regulations for Approved Schools

### **Starting the Exam**

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave.
- Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room.
- Candidates must not open the question paper until the examination begins

### **Before starting the Invigilator must.**

1. make sure that candidates are seated according to the set seating arrangements, see section 11 of these Instructions;
2. tell the candidates that they must now follow the regulations of the examination;
3. ask candidates to check that they have been given the correct question paper for the day, date, time, subject, unit/component, and tier of entry, if appropriate;
4. tell the candidates to read the instructions on the front of the question paper;
5. check that candidates have all the materials they need for the examination;
6. tell the candidates about any erratum notices;
7. instruct candidates about emergency procedures

### **Candidates who arrive late**

#### **The following procedures are applied**

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2) (updated 2022/23)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. candidates arriving between 9.00am and 10.00am for a morning examination or between 1.30pm and 2.30pm for an afternoon examination (ICE 21.1) **will** be permitted by the school to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and **will** be permitted by the school to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and **will** be permitted by the school to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and **will** be permitted by the school to sit the examination.
- A candidate who arrives very late will be warned that the awarding body **may not** accept their script (ICE 21.4) (updated 2022/23)
- A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. The

awarding body will be informed of the situation and will decide whether or not to accept the script (ICE 21.5)

- In all cases the school will submit a declaration for the very late arrival of a candidate for examinations, in accordance with the current JCQ Instructions for conducting examinations (GR 5.9)

Other school specific procedures:

SLT will consider candidates who are persistently absent / late for their exams on an individual basis according to circumstances regarding their absences.

Candidates will be charged for entries if they fail to attend without good reason or if Non Examination Assessment work is incomplete without good reason.

## **Responsibilities**

### **Exams Officer**

- inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training
- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
- Warn the candidate that the awarding body may not accept their script (ICE 21.4)
- Send the script to the awarding body/examiner in the normal way (ICE 21.4)
- Submit on-line, using the School Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:
  - the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the school
  - the actual starting and finishing times of the examination
  - the time the candidate started the examination
  - the time the candidate finished the examination (ICE 21.4)

### **The role of invigilators**

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late
- Allow a candidate who arrived late, and is allowed the full working time to do their examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

## **Conducting Exams**

### **Head of School**

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

### **Exams Officer**

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an exam day checklist to ensure each exam session is fully prepared for, unplanned events can be dealt with, and associated follow-up is completed

### **Invigilator**

- Has in place written procedures to verify the identity of all candidates at the time of the examination or assessment in the form

### **Dispatch of Examination Scripts**

#### **Exams Officer**

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

### **Exam Papers and Materials Removal from Storage.Exams**

#### **Officer**

- organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of school staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component, and tier of entry, if appropriate, immediately before a question paper packet is opened. The check must be recorded on the JCQ approved template.
- If it is subsequently identified following the second pair of eyes check that the wrong question paper packet has been opened, it must be resealed. The incident must be reported to the relevant awarding body's Malpractice Investigation Team immediately
- Question paper packets should be taken to the designated examination room(s) as close to the start of the examination as possible. They must not be removed from the school's secure storage facility and taken to the designated examination room(s) any earlier than 60 minutes prior to the awarding body's published starting time for the examination.

Where allowed by the awarding body, only releases exam papers and materials to subject staff for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

### **Exam Rooms**

#### **Deputy Head and Head Teacher**

- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams where possible.
- Ensures only approved school staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the school's policy relating to food and drink that may be allowed in examrooms is clearly communicated to candidates

Ensures the school's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

### **Food and Drink in the examination room**

- Food and drink are allowed in the examination room at the discretion of the Head Teacher (ICE 18.2)

- At New Perspectives School food and drink is allowed in the examination room only where food is free from packaging (clear plastic food boxes) and all labels are removed from drink containers

### **Leaving the Exam room**

New Perspectives School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence.

### **Arrangements for leaving the examination room**

- For examinations that last one hour or more, candidates must stay under school 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 school staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the school 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)

The following arrangements are applied at New Perspectives School:

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)

Candidates are allowed to leave the exam on a temporary basis (under the strict supervision of an exam invigilator who will accompany them at all times) for the following reasons:

- Where a candidate has known and documented supervised rest breaks or has a recognised medical condition which requires attention (ie: diabetes)
- If a candidate is taken suddenly ill whilst in the exam room
- If a candidate has suffered from extreme anxiety on the day of the exam and has been re-seated in the room at the beginning of the exam to reflect this and continues to experience physical symptoms of anxiety / panic.
- Short toilet break (The Lead Invigilator will make a decision as to whether this is appropriate on an individual basis)

The Lead Invigilator will record these incidents on the Exam Incident Log, recording the student details / cause of leaving the exam room and the time that they left and then returned to the exam room.



All candidates will be allowed the full time for their exam and the time they were absent from the exam room will have been recorded by the Lead Invigilator who will ensure this is added on to the end of each individual candidate's exam timings

### **Exams Officer**

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded.

### **Invigilators must be aware and ensure that**

- A candidate who may be allowed to leave the examination room temporarily is accompanied by a member of school staff who is not the candidate's subject teacher or a subject expert for the examination in question.
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break
- Candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

### **Collection of scripts**

Invigilators must

- Collect the scripts/objective test sheets, question papers and any other materials before candidates are allowed to leave the examination room;
- Check the candidates have used their correct school and candidate number
- give the scripts/objective test sheets to the person responsible for despatching them to the awarding body/examiner.

Exam office staff, including invigilators, must ensure scripts are handled securely at all times.

Schools must ensure that scripts are always kept in the secure room until as close to the collection time as possible. Script packages must not be left unattended at the collection area.

### **Question papers**

Question papers must not be released to school personnel 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 school have completed the examination.

For CCEA examinations, question papers must not be released until 24 hours after the published finishing time for the examination.

### **Exams Officer Role**

Exams Officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session-by-session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)

- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that this must be on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log.
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

## **Emergency Evacuation**

### **Actions taken in the event of an emergency evacuation of the examination room**

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are instructed to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- 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
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken, and sent to the relevant awarding body

### **GIVE THE FOLLOWING INSTRUCTIONS TO CANDIDATES**

- Instruct the students to remain calm and silent and ask them to leave their belongings and papers on their desks.
- Remind students that they are still under examination board conditions and under NO CIRCUMSTANCES should talk to one another. Remind them that this is a breach of regulations and could mean disqualification from their examination.
- Under NO circumstances are students to take their bags or personal belongings outside with them. Reiterate that this is a breach of regulations and could mean disqualification from their exam.

The registers should be taken out with the Lead Invigilator, together with pens.

- The Lead Invigilator should take a roll call once all assembled, to ensure that all students are present and accounted for.
- Make sure that candidates are closely supervised at all times to eliminate discussion about the examination. Be clear to the candidates that they should not be talking to each other at all.

- Once all clear is received, candidates are to be supervised back into the exam room remaining under exam conditions at all times.
- Restart the exam making sure that candidates are given the full exam time and changing exam finish time accordingly on the exam board.

Make a full report of the incident and of the action taken, and send to the relevant awarding body.

**Available SLT and Examination Officer will oversee the above**

## **Whistleblowing**

### **Definition**

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest. If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

### **Reporting**

If a member of school staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with Deputy or Headteacher.

### **Examples of Exam Related breaches**

In addition to the school wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of school staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of school/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

### **Procedure**

If the individual does not feel safe raising the issue/reporting malpractice within the school, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure to a malpractice expert at the awarding body for the qualification where the malpractice is suspected.

For members of school staff, it is likely that the Public Interest Disclosure Act (PIDA) offers legal protection from being dismissed or penalised for raising certain serious concerns

(‘blowing the whistle’). Whistleblowing rights under PIDA are day one rights, meaning that the worker does not need the same two years’ service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant which may include:

- The qualifications and subjects involved
- The school involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the school and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it.

Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

### **Anonymity**

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a ‘prescribed body’. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

### **Students**

Students at New Perspectives School are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

### **Malpractice**

Please read and sign your understanding of the separate policy on Malpractice

### **Unauthorised Items**

#### **Deputy and Head of School**

- Ensures teaching staff keep candidates’ work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates or disposed of according to the requirements

## Managing Results day

### Head of School will;

- Identify staff who will be involved in the main summer results day(s) and their role
- Ensures a member of the SLT staff are accessible to candidates after the publication of results so that results may be discussed, and decisions made on the submission of any requests for post-results services and ensures candidates are informed of the periods during which school staff will be available so that they may plan accordingly

### Exams Officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

### The Head of School

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates

## Results Day

Candidates will need to complete the candidate results form prior to the end of summer term and anyone else collecting results must bring ID and the candidates signed written permission with them

Candidates will receive individual results slips on examination results days either in person at New Perspectives School or by post to their home addresses (candidates must request this prior to the end of the summer term).

Due to the distance many candidates live away from school a member of the SLT will give results out over the telephone to a pupil who is able to clearly identify themselves or by pupil e-mail.

## Post Results

### Head of School

- Ensures an internal appeals procedure is available where candidates disagree with any school decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal.
- Understands that if the school has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed, or raised)

### Exams Officer

- Provides information to all candidates and staff on the services provided by awarding bodies and the fees charged (see also above Briefing candidates and Access to Scripts, Reviews of Results and Appeals Procedures)
- Provides a process to record requests for services and to collect candidate informed consent (after the publication of results) and fees where relevant
- Tracks requests to conclusion and informs candidates and relevant school staff of outcomes
- Update's school results information, where applicable

### **Teaching staff**

- Meet internal deadlines to request the services and gain relevant candidate informed consent

### **Analysis of results**

- SLT will provide results information to Governors and marketing as soon as results are available.
- Results are published in local press

### **Exams Review**

The SLT and Exams Officer meet to summarise the years process highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle

### **Retention of Records**

Exams Officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the school's records management policy

Provides an exam archiving policy that identifies information held, retention period and method of disposal

## **e. Support, Advice and Communication**

The Head Teacher and Examinations officer can be contacted if any guidance in this policy is unclear.

## **f. Monitoring arrangements**

This will be reviewed annually by the Examinations Officer or sooner if required.

