



**Penketh
High School**



PENKETH HIGH SCHOOL

Examinations and Qualification Management Policy 2026/2027

Policy owned by	P Cordingley
Date Approved by Local Governing Body	September 2026
Signature of Chair to Local Governing Body	A Jenkins
Signature of Academy Principal	J Carlin
Date of Next Review	August 2027

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Part 1: Strategic Planning

1. Scope and Rationale

The rationale for this policy is to outline the procedures that will be followed in the effective administration of the public and internal examinations and non-examination assessments at Penketh High School. This policy covers all activity relating to examination and other non-examination assessments.

This policy will establish the roles of the exams team and other school staff who lead on the completion of the qualifications delivered at the school, including teaching staff delivering non-examination assessments.

This policy is also intended to be a comprehensive guide to the Examinations process and procedure at Penketh High School for the purpose of supplementing the Contingency Plan (see Part 6) in the event of the absence of any member of the Exams Team, pursuant to the requirement of JCQ (Joint Council for Qualifications) General Regulations 3.17 and 5.3z.

All staff involved in the administration of examinations and non-examination assessments at the school, **including teaching staff delivering assessments**, have a duty to read this policy and ensure it is fully implemented to prevent malpractice and maladministration, and to ensure that examinations and assessments are conducted in the best interests of the candidates, in line with the JCQ Regulations.

This policy will be reviewed annually by the Curriculum and Data Operations Manager prior to approval by the Local Governing Board.

Where this policy references JCQ regulations, further information can be found on their website: www.jcq.org.uk. This policy was written in consideration of the current JCQ regulations. Where there are 'in-flight' changes to the regulations, The Curriculum and Data Operations Manager has the discretion to vary this policy without consultation with governors so the centre can remain compliant with the regulations. Any changes made to the policy in this way will always be reviewed as part of the annual review process.

The Curriculum and Data Operations Manager may also make factual changes to this policy without consultation with governors. This may include, but not limited to, changes in personnel or changes to the curriculum for the current academic year. Factual changes can only be made without ratification where they do not alter the meaning of the policy.

2. Roles and Responsibilities

This section is intended to outline the basic responsibilities of the roles important in the examinations process. This does not reflect the full job description of any individual role which will be outlined separately to individual employees as part of their contract of employment.

Everyone

- Everyone involved in our exam processes, including teachers and pupils, must read, understand, and abide by this policy.

Head of Centre – Mr J Carlin (Principal)

- Has overall responsibility for the school as an exams centre.
- Is responsible for ensuring compliance with all aspects of the examinations process.
- Responsible for the enactment of the contingency policy in the absence of the exams office team.

Exams Office – Mr P Cordingley (Curriculum and Data Operations Manager) and Mrs D MacDonald (Exam Assessment Administrator)

- Complying with JCQ Cyber Security Regulations when using Awarding Organisation Secure Sites.
- Obtain centre and programme approval and maintain compliance with all regulations.
- Advise the senior leadership team (SLT), subject leads, teachers, and other relevant support staff on regulations, timetables and procedures as set by awarding bodies.
- Manage the administration of internal and external exams, including entries, seating, resources, results, post-results services, special consideration, and access arrangements.
- Maintain systems to support these processes and manage with third-party systems to ensure data is accurate and complete.
- Implement policies and procedures to manage all aspects of the examinations and non-examination system, ensuring compliance with JCQ Regulations, TCAT policy, GDPR, Health and Safety and other appropriate regulation.
- Comply with Centre Inspections and Audits from JCQ or Awarding Organisations.
- Account for income and expenditures relating to all exam costs/charges.
- Line manage the exam invigilators, organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Oversee the production and distribution of an annual calendar and timetables for all exams, non-exam assessments, and other administrative actions, including the management of clashes, and ensure this is regularly communicated with, and understood by, staff, candidates, and parents.
- Oversee the arrangements for non-exam assessments and/or coursework, ensuring they are completed on time and in accordance with JCQ Regulations.
- Ensure candidates' non-exam assessments and/or coursework marks and samples are submitted correctly and on schedule, along with any other material required by the awarding bodies.
- Make appropriate preparation for examinations ensuring they are conducted in line with JCQ Regulations.
- Build partnerships with pastoral teams to pro-actively support candidates during their exams.
- Receive, check, and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines.
- Administer access arrangements, including the provision of timetable variations, alternate sites and transferred candidates.
- Make applications for special consideration following the examinations.
- Complete attendance registers for examination and non-exam assessments and/or coursework and ensure prompt dispatch to the awarding organisation. For written examinations, a copy will be passed to the Attendance Officers.
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests.
- Advise on post-result services and implement processes for requesting, tracking, and responding to requests from staff and candidates.
- Investigate any candidate malpractice and report all suspected or actual incidents of malpractice (including staff or candidate), in line with the JCQ guidance on suspected malpractice in examinations and assessments.

Vice Principal (Curriculum and Progress) – Mr I Farrar

- Quality assure the Exams Office team and processes.
- Provide support to the Exams Office where required.
- Investigate any allegations of staff malpractice or maladministration, unless prevented from doing so by a conflict of interest.

Vocational Lead – Mrs A Austin

- Act as the Quality Nominee for vocational qualifications.

Subject Leaders

- Advising the Curriculum and Data Operations Manager of any changes to syllabus or assessment details for their subjects.
- Advising the Curriculum and Data Operations Manager of entries for their subjects.
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries.
- Accurately completing non-exam assessments and/or coursework mark sheets and declaration sheets.
- Involvement in the post-results procedures.

Teachers

- Supplying information about entries, coursework and controlled assessments as required by the Subject Lead and/or the Curriculum and Data Operations Manager.
- Complying with JCQ Cyber Security Regulations when using Awarding Organisation Secure Sites.

SENDCO – Mrs E Ogg

- Identify and appropriately test candidate's requirements for access arrangements.
- Notify the Exams Office of entitlement so applications and arrangements for the access arrangements can be made.
- Processing any necessary applications to gain approval.
- Works with the exams office to provide the access arrangements required by candidates in exam rooms.

Invigilators

- The invigilator is the person in the examination room responsible for conducting a particular examination session in the presence of the candidates. Invigilators have a key role in upholding the integrity of the external examination/assessment process. The role of the invigilator is to ensure that the examination is conducted according to the JCQ Instructions for Conducting Examinations by:
 - ensuring all candidates have an equal opportunity to demonstrate their abilities.
 - ensuring the security of the examination before, during and after the examination.
 - preventing possible candidate malpractice.
 - preventing possible administrative failures.

Candidates

- Confirming and signing entries.
- To notify Exams Team of any errors with statement of entry.
- Understanding exam and non-examination assessment regulations.
- Ensuring they conduct themselves in all exams and non-examination assessments according to the JCQ regulations.

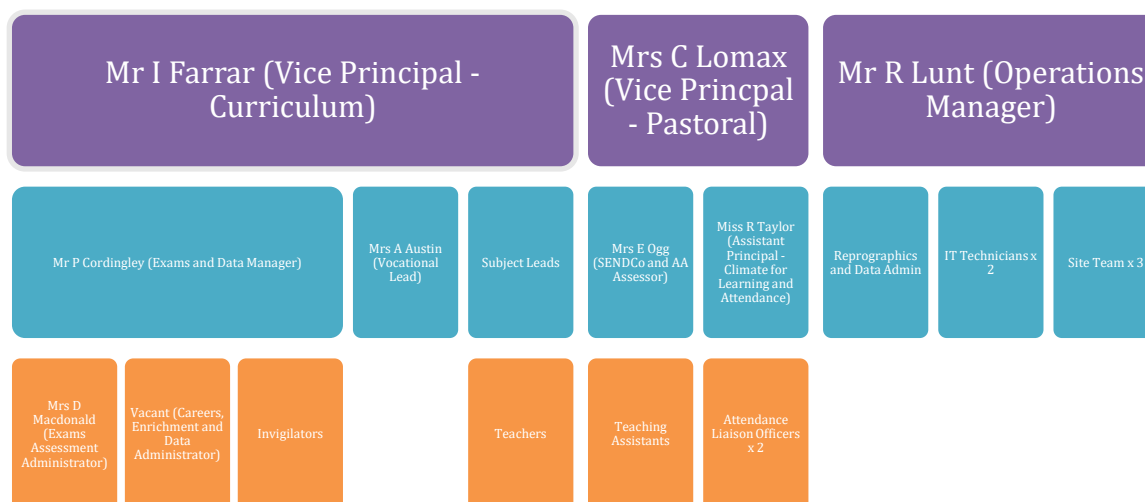
Attendance Liaison Officers

- To contact absent candidates to locate and get into school on time for their exams.
- To amend school attendance registers accordingly.

Other Administrative and Education Support Staff

- Support for the input of data.
- Posting of completed exam papers and obtaining proof of posting.
- Preparation of exam rooms.
- Preparation and administration of online testing.
- Room changes and staff cover.

Mr J Carlin (Principal) (Head of Centre)



3. Conflict of Interest

At the start of the academic year, the Curriculum and Data Operations Manager will complete a full risk assessment and conflict of interest register; outlining any control measures that need to be implemented to reduce or remove a conflict of interest. This will be reviewed immediately before each exam series and results day to ensure that the control measures are fully implemented and that any additional actions can be taken to ensure full compliance with the JCQ regulations.

Where there is a conflict of interest, the roles and responsibilities outlined in Section 2 may be altered without consultation with or approval by governors, to ensure the effective administration of the examinations process in compliance with the JCQ regulations.

Where a conflict of interest is established, and the JCQ regulations require, the Curriculum and Data Operations Manager will report it to the appropriate Awarding Organisations at the earliest opportunity.

4. Security Arrangements

The Exams Office

JCQ Regulations require access to the Exams Office / Secure Storage be limited to as few individuals as possible. There will be limited key holders, prescribed by the Curriculum and Data Operations Manager, to control access to the Exams Office / Secure Storage.

There are three layers of security within the Secure Storage. The outer layer is the Exams Office where non-sensitive information will be stored. Within the Exams Office, there is a Store Cupboard where all sensitive information will be stored. Within the Store Cupboard, there are two large Safes where all Confidential materials, including exam papers, will be stored. For the purposes of maintaining a secure environment, such as during the opening of secure exam material, the whole office will be treated as the secure room.

The prescribed key holders for the Exams Office will include:

- Paul Cordingley (Curriculum and Data Operations Manager)
- Diane MacDonald (Exams Assessment Administrator)
- Vacant (Careers, Enrichment and Data Administrator)
- Andrew Cooper-Holmes (Site Manager)
- Terence Woodey (Maintenance Officer)
- Patrick Neary (Caretaker)

The prescribed key holders for the Secure Room will include:

- Paul Cordingley (Curriculum and Data Operations Manager)
- Diane MacDonald (Exams Assessment Administrator)
- Vacant (Careers, Enrichment and Data Administrator)
- Andrew Cooper-Holmes (Site Manager)
- Terence Woodey (Maintenance Officer)
- Patrick Neary (Caretaker)

The prescribed key holders for the Secure Storage will include:

- Paul Cordingley (Curriculum and Data Operations Manager)
- Diane MacDonald (Exams Assessment Administrator)
- Vacant (Careers, Enrichment and Data Administrator)

MIS (Management Information System)

Some exams processes will be managed in Arbor (the school's MIS). This will include the entry, seating plans and results processes for both internal and external exams. Access to the Arbor Exams Module will be limited to:

- John Carlin (Head of Centre)
- Ian Farrar (Vice Principal (Curriculum) / SLT Link)
- Paul Cordingley (Curriculum and Data Operations Manager)
- Diane MacDonald (Exams Assessment Administrator)
- Vacant (Careers, Enrichment and Data Administrator)
- IT Admin Accounts

Awarding Organisation Secure Sites

Each Awarding Organisation will have a secure site to manage the delivery of their qualifications. Access to these sites will be managed by the Curriculum and Data Operations Manager. Permissions will normally be granted to the following centre staff:

- Head of Centre
- Curriculum and Data Operations Manager (Administrator)
- Exams / Assessment Administrator (Second Administrator)
- Subject / Course Lead and Other Curriculum Leaders
- Subject Teachers

Other colleagues may be granted access to a secure site to support the effective delivery of the course, for example, to access standardisation materials for non-examination assessments. Staff will only be allocated basic permissions unless they specifically require higher access for a specific function. All user account and user permissions will be reviewed on a regular basis. An account or individual permissions may be suspended where the need to access the site has ceased, which may include termination of the course. To maintain the integrity of the examination system, accounts will also be suspended where there is an identified conflict of interest, the Cyber Security training requirement has not been met, a breach of the site terms and conditions has been identified, or when the colleague changes role or leaves the centre.

As part of the documentation for staff leaving the centre, a step is included to act as a reminder for IT, HR and the Curriculum and Data Operations Manager to ensure access to Awarding Organisation secure sites is revoked, and staff are expected to sign to confirm that such access has been revoked.

All staff are expected to complete annual Cyber Security training. Staff will be provided with training on the importance of strong passwords, social engineering and phishing, to promote stronger security for the Awarding Organisation Secure Sites, in addition to the MIS and the school network. TCAT produce a training course on The National College using resources from the National Cyber Security Centre. This training covers the requirements of the JCQ Cyber Security Regulations, and staff are tested on the training which a 70% pass mark. The Curriculum and Data Operations Manager will collate records of Cyber Security training undertaken by staff and make available for inspection. Where staff do not satisfactorily complete the annual Cyber Security training, the Curriculum and Data Operations Manager will suspend access to Awarding Organisation secure sites.

TCAT has received Cyber Essentials accreditation and, consequently, the school complies with all JCQ Regulations in relation to cyber security. The TCAT Cyber Security Policy documents the process for Account Management, Passwords and Response to Cyber Threats. Penketh High School is committed to safeguarding its information assets, IT systems, and the personal data of students, staff, and stakeholders from cyber threats. This policy sets out our approach to cyber security, outlines roles and responsibilities, and ensures compliance with relevant UK legislation, including the Data Protection Act 2018, UK GDPR, and Keeping Children Safe in Education guidance.

Delivery of Secure Exam Materials (Printed Materials)

Printed secure exam material will be delivered to Reception. Consignments will be clearly marked. The receptionist will record the delivery in the Exam Delivery Log located on Reception and will immediately contact the Exams Office to arrange transportation to the secure storage. The receptionist will initially try to contact the Curriculum and Data Operations Manager, which will ring both office phones and his personal mobile. The receptionist will then attempt to contact the Exams / Assessment Administrator. In the event the Exams Team are unavailable, the receptionist will contact the Site Manager to ask him to move the delivery to the secure storage until it can be processed. Whilst the transportation is organised, the secure exam material will be stored behind the receptionist's desk and will not be left unattended.

Once the delivery has been received in the Exams Office, the contents will be checked as soon as possible and be logged into the safe. The Exams Office will be locked whilst this process is undertaken. The receipting of secure material should be completed as soon as possible and within 24 hours of receipt. The unpacking of secure materials will always be completed by two individuals, usually the Curriculum and Data Operations Manager and the Exam Assessment Administrator. Akin to the second pair of eyes check when removing papers from the safe, this allows for verification that the correct papers have been received and are stored correctly to reduce the risk of the incorrect papers being opened on the day of an examination. Where one of these individuals is unavailable, for example due to absence, another person should assist the process. This may be a Senior Leader or a member of the Administrative team. Contents will be checked against the packing log to ensure all material is received. It will also be checked against the entry list to ensure sufficient material has been received. Any issues will be reported to the appropriate Awarding Organisation immediately. Dispatch logs will be signed by both individuals who completed the receipting of secure materials, and these will be stored by the Exams Office until the Enquiry About Results Deadline.

Delivery of Secure Exam Materials (Electronic Materials)

Some secure exam materials will be delivered digitally, either by secure email to either the Curriculum and Data Operations Manager or the 'Exams' email account which is accessible to Exams Office Staff only. Some

material may be downloadable through an Awarding Organisation's secure site. At the point of download, a log will be made of the receipt of digital material.

Where digital material is to be printed, this will be printed by Exams Office Staff in the Exams Office with the door locked to prevent unauthorised access. Where this is not possible, the material will be either downloaded in, or securely transferred to Reprographics, by the Exams Team. Where this is the case, Reprographics will be locked to prevent unauthorised access whilst the material is printed by the Exams Office Staff, with or without the support of the Reprographics and Data Administrator (who also supports the Exams and Data Team). The materials will be printed to requirements (i.e., one paper per candidate) unless otherwise stated by Awarding Organisation Instructions. The material will be checked to ensure it is printed properly and will be secured in appropriately labelled, transparent envelopes and returned to the secure storage facility. A log will be made of the material printed and the secure storage of the materials. From this point, these materials will be treated as per other secure exam material. Any waste (such as mis-printed documents) will be collected and be returned to the Exams Office for secure disposal (shredding).

Where digital material is to be processed electronically (i.e., loaded to the IT network), secure IT accounts will be prepared by the IT Technicians. These accounts will be locked until the exam date and time and will be locked between sessions (where appropriate). The materials will be loaded by the Curriculum and Data Operations Manager or, exceptionally, may be coordinated by the IT Technicians, particularly where content is being replicated on multiple secure accounts for individual candidates. A log of the material being loaded will be made. Where the devices are standalone, for example, CD players or MP3 players, these will be locked in the Secure Storage Facility.

Once there is no need for the digital material on a particular device, the material will be cleared. This will happen at each stage of the custody process (i.e., once the material is downloaded from an email and loaded on an encrypted pen drive, the email will be deleted). A log will be made of the deletion of materials.

5. Finance

Each year, the Curriculum and Data Operations Manager will produce a proposed budget for the Finance Team. This will be based on candidates on roll in the appropriate year groups for entry or registration, the exam entry/registration fees and will factor in all other costs, such as resit fees and other administrative costs. The Finance Team will make available appropriate funds to cover the projected costs and will ensure timely payment of invoices.

Entry fees for a pupil's main curriculum are paid for by the centre through the annual exams budget. Where a pupil is entered on a 'Private Candidate' basis, that is where the pupil assumes responsibility for the completion of a course of study in addition to their main curriculum, the pupil will be responsible for the entry fee (including any late fees) and invigilation costs. The pupil will also be responsible for any amendment fees.

Late entries should be authorised by the Principal or Vice Principal (Curriculum). Where a late fee is incurred because of a department's failure to make entries in the appropriate timeframe, the department will be responsible for the payment of the late entry fees from their own budget.

Where any additional fees are incurred by the department's failure to adhere to the amendment deadline, the fees will be paid from the department's budget.

Candidates or departments will not be charged for any entries or late fees which occur because of administrative errors.

The centre reserves the right to charge for any external examination where the pupil fails to attend without good reason, or where a parental request to withdraw a candidate is made after the deadline for refunds on withdrawals.

6. Invigilator Recruitment and Training

Penketh High School appoints a dedicated team of Casual Examination Invigilators who will invigilate and facilitate access arrangements. The Curriculum and Data Operations Manager will be responsible for establishing short, medium and long-term recruitment needs for invigilators and is responsible for ensuring sufficient and appropriate staff are appointed and trained in time for the start of the exam season. The role of the Invigilator has been standardised and Job Evaluated within TCAT. The Curriculum and Data Operations Manager will be required to undertake Safer Recruitment Training to ensure compliance with Keeping Children Safe in Education.

Where the Curriculum and Data Operations Manager is unable to recruit sufficient invigilators, support staff may also be required to invigilate as part of the contingency plan.

The Resources Manager will be responsible for completing the necessary clearing procedures, including obtaining a DBS certificate in conjunction with the TCAT DBS and Employment of Ex-Offenders Policy, the cost of which will be paid by the centre. For all new DBS Certificates, the invigilator will be asked to join the DBS Update Service, the cost of which can be claimed through expenses.

The training of invigilators is the responsibility of the Curriculum and Data Operations Manager. Invigilators will be required to undertake the following training:

- Safeguarding Briefing (see TCAT Safeguarding Training Plan 2026/2027).
- Read and acknowledge receipt of DfE Keeping Children Safe in Education Part 1 2026, the TCAT Child Protection Policy 2026/2027, the School's Behaviour Policy 2026/2027, and the TCAT Staff Code of Conduct.
- Read and acknowledge receipt of the Examinations and Qualification Management Policy 2026/2027 and JCQ Instructions for Conducting Examinations 2026/2027.
- Invigilator Briefings in the Autumn Term and Spring Terms (which will cover role of invigilator, regulations, and school policy).
- Completion of 'The Exams Office' online training modules.
 - New Invigilators will complete:
 - Unit 1: New Invigilators: Instructions for Conducting Examinations.
 - Unit 2: Instructions for Conducting On-Screen Tests.
 - Unit 3: Experienced Invigilators: Changes to Instructions for Conducting Examinations.
 - Unit 4: Supporting and Supervising Access Arrangements.
 - Existing Invigilators will complete:
 - Unit 3: Experienced Invigilators: Changes to Instructions for Conducting Examinations.
 - Unit 4: Supporting and Supervising Access Arrangements.
 - The 'Invigilator Digital Accreditation' (a synoptic assessment).
 - Existing Invigilators may complete any other modules as a refresher. This may be self-directed or recommended by the Curriculum and Data Operations Manager to improve compliance with the regulations.

7. Exams for Pupils with English as a Second Language

The Curriculum and Data Operations Manager will be responsible for establishing the number of Casual Interpreters required to deliver examinations in pupil's first language. Interpreters may be sourced from existing TCAT employees from the central team or other academies or may be recruited through an agency. The role of the Casual Interpreter has been standardised and Job Evaluated within TCAT. The Curriculum and Data Operations Manager will be required to undertake Safer Recruitment Training to ensure compliance with Keeping Children Safe in Education.

The Head of MFL / EAL Coordinator will be responsible for training Interpreters on the conduct of Speaking Tests in language exams.

The Resources Manager will be responsible for completing the necessary clearing procedures, including obtaining a DBS certificate in conjunction with the TCAT DBS and Employment of Ex-Offenders Policy, the cost of which will be paid by the centre. For all new DBS Certificates, the interpreter will be asked to join the DBS Update Service, the cost of which can be claimed through expenses.

The centre will offer pupils with English as a Second Language the opportunity to sit a GCSE / IGCSE in their first language, where an appropriate specification exists. The specification will be determined by the EAL Coordinator. Where a pupil accepts the offer of the GCSE / IGCSE examination, the centre will enter the pupil and cover the cost of the entry fee and invigilation. Where a pupil wishes to sit an alternate specification or wishes to resit the exam (in the same or different specification), the examination fees and invigilation will be covered by the pupil under provisions of the Charging and Remissions Policy as a 'Private Candidate'.

8. Malpractice, Plagiarism, Collusion and Artificial Intelligence

Where a case of suspected malpractice is identified, an appropriate report will be made to the relevant Awarding Organisation(s) who will apply the JCQ Malpractice Policy.

A candidate may commit malpractice by:

- Introducing unauthorised material into an examination or non-examination assessment.
- Breaching examination or assessment conditions.
- Exchanging, obtaining, or passing on information which could be related to the examination or assessment.
- Using offensive words or drawings.
- Colluding with other candidates in the completion of individual work.
- Plagiarising work.
- Failing to properly reference other people's work, including work produced through Artificial Intelligence.
- Failing to use the correct referencing style (where this is an assessment requirement).
- Misusing artificial intelligence tools, including failing to reference the tool used and sources of information used.
- Making a false declaration of authenticity.
- Copying work from another candidate, or allowing their work to be copied.
- Maliciously causing loss or damage to another candidate's work.
- Fabricating results or evidence.
- Misuse of, or attempted misuse of, assessment material and resources.
- Removing or stealing any candidate's work.
- Impersonating another candidate.

- Behaving in a way as to undermine the integrity of the examination or assessment.
- Using social media for the exchange and circulation of real or fake assessment material.
- Obstructing or hindering a malpractice investigation.

A candidate may commit plagiarism by:

- Using another person's work or ideas without acknowledging them. This may occur when:
- A candidate copies word-for-word directly from another source without quotation marks and the proper referencing.
- Paraphrases or translates work very closely without proper referencing.
- Uses text downloaded from the internet, including social media.
- Resubmits work previously submitted for another qualification or assessment.

A candidate may commit collusion by:

- Submitting work completed in collaboration with another person as entirely their own with the intent to gain an unfair advantage.
- Collaborating with another person when the assessment objectives require the work to be completed independently.
- Knowingly permitting another candidate to copy all or part of their work and submit it as their own.

Artificial Intelligence

Artificial intelligence, or AI, is technology that enables computers and machines to simulate human intelligence and problem-solving capabilities.

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and candidates should also be aware that AI tools are evolving quickly but there are still limitations to their use, such as producing inaccurate or inappropriate content.

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

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

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

AI tools should only be used where explicitly permitted by the specification or subject-specific instructions for the conduct of an assessment. AI tools must never be used in exams.

Where used, AI tools must be appropriately referenced. This includes:

- The name of the AI tool used.
- The date the content was generated.
- An explanation of how the AI produced information was used.
- A screenshot of the questions asked and the answered produced by the AI tool.

Where AI tools are used, marks will not be awarded to candidates for any work produced by the AI tool. Marks may only be awarded for the application or analysis of the information produced.

Upon submission of any assessment for marking, candidates must sign a declaration which will include reference to the use of AI tools.

Submitted work may be screened through an AI Detector, such as Sapling.ai (link on staff desktop). AI Detection screening may take place at random or where a teacher suspects that the work may not have been produced by the candidate.

If a candidate misuses an AI tool, including:

- using an AI tool for a task which has not been permitted by the specification or assessment guidance,
- failing to reference the use of AI tools, or
- making a false declaration in relation to AI use,

they will be investigated for malpractice and risk being disqualified from the task or component being completed.

To minimise malpractice, the school will:

- Use the induction period for staff and candidates to inform them of the centre's policy on malpractice, plagiarism, collusion, and Artificial Intelligence. This includes educating them on Good Academic Practice, including referencing, and the risks of artificial intelligence. Candidates will also be informed of the penalties for attempted and actual incidents of malpractice or plagiarism. The Exams Office will provide a presentation for staff to use.
- Make information available to staff and pupils to prevent malpractice, which may include providing physical copies of regulatory information, placing information on the year group Teams account, or making information available on the website or in separate publications. Candidates will be asked to sign to acknowledge receipt of this information prior to any external exam.
- Show candidates the appropriate formats to record cited texts and other materials or information sources.
- Work with appropriate curriculum leads to embed the risks of artificial intelligence into the curriculum at both key stages to draw attention to the risks of using artificial intelligence in an assessment.
- Ask candidates to declare that their work is their own (including confirmation that they have not used artificial intelligence to produce the work) for all completed units on submission.
- The work a candidate submits may be randomly screened for plagiarism, collusion, or artificial intelligence to check the validity of the candidate's declaration.
- Investigate where malpractice is suspected. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.

When processing an alleged allegation of candidate malpractice, the school will:

- Make the individual fully aware at the earliest opportunity of the nature of the alleged allegation and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Ensure the investigation is fully documented, including a candidate's refusal to give evidence, on a malpractice investigation report.

Candidate Procedure and Appeals

Where a candidate is suspected of malpractice, the member of staff with the concern will inform the Curriculum and Data Operations Manager immediately. The Curriculum and Data Operations Manager will conduct preliminary investigations to confirm there is suspected malpractice.

If it is found there is suspected malpractice, the Curriculum and Data Operations Manager will begin a formal investigation into the allegation(s). At this stage, the candidate will be informed of the allegations and be given the reasons or evidence to support the allegation. The candidate will have the opportunity to respond at this stage, and this should be formally documented.

The investigation will be conducted in line with the JCQ Malpractice Policy and Procedures and should be completed within five school days. Where the candidate is absent from school, a period of authorised absence will extend the investigation period, whereas a period of unauthorised absence will not extend the investigation period. Any extension for authorised absence will be limited to a maximum of five school days to ensure the investigation can be completed and reported within a timely manner.

The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. The investigation will be documented on a Malpractice Investigation Report, and will detail the process, findings and appropriate conclusions.

For malpractice in relation to internally assessed work where the candidate declaration form has not been signed, this is normally dealt with internally by the centre. The Curriculum and Data Operations Manager will decide on an appropriate sanction based on the JCQ Indicative Sanctions Against Candidates to ensure there is a fair and consistent process for all candidates. The candidate will be allowed to put forward mitigating circumstances which will be considered in the determination of the sanction. The sanction will be communicated to candidates verbally and in writing. A candidate will have the right to appeal the outcome of a centre-issued sanction under the appeals policy set out in Part 1, Section 10.

The Awarding Organisation will decide on the appropriate sanction in relation to the affected assessment(s). Any candidate who commits malpractice may also be subject to further sanctions in line with the Climate for Learning Policy. A candidate will have the right to appeal the outcome of any Awarding Organisation sanction. Details of the procedure and timeframe for this will be detailed on the outcome letter from the Awarding Organisation.

A member of centre staff may commit malpractice by:

- Providing improper assistance to candidates in the preparation or completion of assessment.
- Maladministration.
- Deception, and falsification of records and/or evidence.
- Security Breaches.
- Failure to cooperate / report issues.

Staff Malpractice Procedure, Sanctions and Appeals

Where staff malpractice is suspected, this will be reported to the appropriate awarding organisation at the earliest opportunity. The notification requires identification of an Investigator. By default, this will be the Vice Principal (Curriculum and Progress), as this allows escalation to the Principal in the event of dispute or appeal. In the event there is a conflict of interest relating to the Vice Principal (Curriculum), for example, they line manage the accused, the investigation will be delegated to another suitable member of the Senior Leadership Team.

When processing an alleged allegation of staff malpractice, the school will:

- Make the individual fully aware at the earliest opportunity of the nature of the alleged allegation and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Ensure the investigation is fully documented.

Upon notification of suspected malpractice, the awarding organisation will detail how they wish the investigation to be conducted. The investigator will conduct the investigation as requested by the awarding organisation and submit the responses.

Where appropriate, the Head of Centre may invite the Curriculum and Data Operations Manager to be involved in any procedure against a member of staff to assist in the administration of the investigation, to provide guidance on the process and to liaise with the relevant awarding organisations.

Upon conclusion of the investigation, the awarding organisation will:

- take no further action.
- issue a warning.
- require the member of staff to undergo further training as a condition of future involvement in any exam arrangements.
- impose special conditions on the future involvement in any exam arrangements.
- suspend the member of staff from any further involvement in any exam arrangements.

In addition to this, the centre may take further disciplinary action under the TCAT Staff Disciplinary Policy. The sanctions and right to appeal are also detailed within the TCAT Staff Disciplinary Policy.

9. Data Retention and Archiving

The Exams Office will produce documentation and evidence in its activity and may retain copies of documentation as evidence to be made available for inspection, quality assurance or external scrutiny.

All documentation will be retained securely in line with the TCAT GDPR Policy.

Unless otherwise stated within this policy, all documentation will be processed in line with the TCAT Data Retention Policy and school Pupil Record Management Policy.

10. Appeals

A candidate will have the right to appeal a centre decision, which could relate to an assessment decision, access arrangements, special consideration, malpractice, or post-results.

For the purpose of this section, the day the decision is communicated to the candidate is Day 0.

Candidates will have the right to request supporting documentation to inform their decision to appeal or support the evidence that is submitted as part of their appeal. Access to controlled information, such as completed assessment, may only be permitted under supervision, with the originals remaining in the possession of the teacher.

Stage 1 - Informal

Where the candidate is not satisfied with a decision, the candidate should discuss concerns with the decision-maker within five school days of the decision being communicated to them. The conversation should be factual and compliant with JCQ Regulations (i.e., for assessment decisions, feedback should not give the candidate an unfair advantage). This stage should seek to clarify the rationale behind the decision.

Stage 2 - Formal

Where the candidate is not satisfied with the response received at Stage 1, the candidate may make a formal appeal. The request should be made to the Curriculum and Data Operations Manager by the end of the Day 5 from the decision being communicated to the candidate. At this stage, the Curriculum and Data Operations Manager will maintain a log of the appeals process.

To ask for a review at Stage 2, the candidate must have one of the following grounds for appeal:

- The school has made an administrative error or not followed its own procedures when arriving at the decision being appealed.
- The candidate was prevented from completing a process or procedure which, for valid reasons, were not made known to the school when the initial decision was made.

The decision will be referred to another suitable decision-maker, with preference being given to those with higher levels of knowledge and experience in the relevant field (i.e. for assessment decisions, these could be referred to another teacher who has worked with an examiner, for Access Arrangements, these could be referred to another teacher who is a qualified assessor or who has similar SEN experience, for centre-sanctioned candidate malpractice, this should be referred to the Vice Principal (Curriculum and Progress)). Where no suitable person can be identified within the centre, the Curriculum and Data Operations Manager will coordinate contact through another school.

The new decision-maker will reassess all evidence and reach a new decision. In requesting the formal appeal, the candidate accepts that the new decision may be the same, more favourable, or less favourable than the original decision. Regardless of the outcome, the new decision will stand, and the candidate will not be able to revert to the previous decision.

The reassessment of evidence will be completed, and a response will be provided to the candidate by end of Day 10.

Stage 3 - Review

Where the candidate remains unsatisfied with the response after Stage 2, they can ask for a review of the decision by the Vice Principal (Curriculum and Progress) or, for centre-sanctioned candidate malpractice,

the Principal. The request should be made to the Curriculum and Data Operations Manager by the end of the Day 15 from the decision being communicated to the candidate.

To ask for a review at Stage 3, the candidate must have one of the following grounds for appeal:

- The appeals procedure has not been correctly followed, or
- The investigation was not completed within the normal time periods (set out above), or
- New evidence has been made available which, for valid reasons, was not available when the initial decision was made, or
- The decision reached was not reasonable in consideration of all the circumstances.

The Vice Principal (Curriculum and Progress) (or Principal for centre-sanctioned candidate malpractice) will review the evidence in response to the relevant ground of appeal and reach a new and final decision. There will be no further avenues for appeal. In requesting the review, the candidate accepts that the final decision may be the same, more favourable, or less favourable than the original decision. Regardless of the outcome, the new decision will stand, and the candidate will not be able to revert to the previous decision.

The review stage will be completed, and a response will be provided to the candidate by end of Day 20. At this stage, any administrative processes required (such as the submission of assessment marks) will be completed based on the final decision.

11. Complaints

A candidate, parent or carer, or member of staff can make a complaint where there are appropriate grounds for complaint. Appropriate grounds for complaint may include, but are not limited to:

- Disagreement with a Centre Decision (relating to post-result services, access arrangements and special consideration applications).
- Teaching and learning.
- Implementation of Access Arrangements.
- Conduct of an examination.
- Administration of entries, results, special consideration, and enquiries about results.

Where a candidate, parent or carer, or member of staff has a complaint, they should make this to the school in line with the TCAT Complaints Policy.

Part 2: Exam Policy

1. Qualifications Offered and Amendments / Withdrawals

The qualifications delivered at Penketh High School are identified by the Subject Leaders in consultation with the Head of Centre and Vice Principal (Curriculum). The subjects and specifications offered each year are published to candidates in the KS4 Options Booklet when they choose their options at the start of Key Stage Four (Year 10).

At the start of each academic year, Subject Leaders will complete an 'Exam and Curriculum Planning Document' for subjects in the main curriculum. For pupils who are taught outside of the main curriculum, such as the Designated Provision Pupils, the relevant staff will complete a document individually for each pupil so that their curriculum can be tracked separately. These documents will be used to notify the Curriculum and Data Operations Manager of the proposed curriculum for each cohort for each subject. The collected information will be used for planning purposes, including, but not limited to, the creation of a budget, statutory returns, Awarding Organisation estimated entries and the creation of the assessment calendar / exam timetables.

Where there is a variation to the specification delivered during curriculum time, the Subject Leader for that subject, in consultation with the Principal and Vice Principal (Curriculum) will notify parents in writing of the rationale for changing the specification and provide details of the new specification. It is also the responsibility of the Subject Leaders to advise the Curriculum and Data Operations Manager of any changes to the curriculum. Notification of a change of curriculum must be made to the relevant parties within fifteen school days.

We currently offer qualifications with the following Awarding Organisations:

- | | |
|--------------------------|---------------------|
| • AQA | Centre Number 40113 |
| • CIE | Centre Number 40113 |
| • OCR | Centre Number 40113 |
| • Pearson Edexcel | Centre Number 40113 |
| • RSPH | Centre Number 9757 |
| • Trinity College London | Centre Number 43699 |
| • WJEC / Eduqas | Centre Number 40113 |

We currently offer the following qualification types:

- GCSE
- Entry Level Qualifications
- Functional Skills
- Level 1 / Level 2 Vocational Qualifications (BTECs / Cambridge Nationals / WJEC)
- Level 1 / Level 2 / Level 3 - Awards / Certificates

All pupils have the statutory right to sit the examinations in the subjects for which they have been prepared as part of their normal curriculum. For Mathematics, Science and Modern Languages, subject teachers, in consultation with Subject Leaders and pupils, will decide on the appropriate tier of entry.

Any amendment to a pupil's curriculum, including the withdrawal from a subject, must be done in consultation with the parent/carers and pupil and written authorisation must be received from the parent/carers. For this policy, a parent/carers is a person with Legal Parental Responsibility for the pupil. Copies of this consent must be made to the Exams Office and to the pupil's educational record. Pupils can be withdrawn from a subject or qualification upon instruction or advice from the appropriate Awarding Organisation without consultation with parents/carers.

Where the decision is made to withdraw a qualification or option subject (either by the centre or the Awarding Organisation), the centre will discontinue registering candidates onto the programme of study. The centre will take a proactive approach to ensure that all learners who had enrolled on the course prior to its withdrawal can complete their programme of study without being disadvantaged or discriminated against. Where the centre has committed to running a course, it will ensure that the appropriate resources are made available for the candidates to be able to complete the programme of study. This may include ensuring appropriate leadership of the course, teaching, and learning materials, assessment resources and the required administration.

2. Exam Seasons and Timetables

Most subjects offer one opportunity a year to sit examinations which will take place in May/June. In addition to this, some vocational subjects offer an opportunity to sit assessments in January or on demand. Except for on demand examinations, the dates of external exams are dictated by the Awarding Organisations. Individual exam timetables are circulated to pupils by the Exams Office following the completion of entries for each exam season. On demand examinations are arranged with the agreement of the Exams Office and the Subject Leader and pupils notified accordingly.

Internal exams are normally scheduled to take place as follows:

- November: Year 11 Full Mocks
- February: Year 9 EBacc and Year 10 Core
- March: Y11 Full Mocks
- Summer: Y10 Full Mocks, and KS3 Core

The timetable for mock examinations will be created by the Curriculum and Data Operations Manager and this will be circulated to all staff and relevant pupils.

3. Entries, Registrations and Amendments

Entries

Exam entries, including resits for vocational qualifications, are normally completed by Subject Leads, although, this may be delegated to another member of staff who is taking responsibility for, or delivering, a particular course. Departments are responsible for ensuring that all entries, including the appropriate cash-in codes, are made.

Entry deadlines are circulated to Subject Leaders well in advance via email and the weekly hub and must be adhered to, so the expense of late entry fees can be minimised. Amendments must be made by Subject Leaders by the appropriate deadline which will be circulated well in advance via email and the weekly hub.

The Exams Office will assume a proactive response to ensure that entries are made on time. Once the Exams Office has entered candidates, entry lists will be circulated to departments for verification of entries for each subject and, where appropriate, tier of entry or paper option.

Parental requests can be made for an amendment to a candidate's entries. Parents will not be liable for entry fees unless the entry is on a 'Private Candidate' basis. Parents will be liable for late entry/amendment fees because of a request made after the relevant deadline.

Registration and Certification

For vocational qualifications, the centre may be required to register candidates at the start of their course. This is so that candidates can be registered on the correct external assessments, to create a secure, accurate and accessible audit trail for the completion of the coursework, and to track candidate completion of the course and enable claims for certificates once successfully completed.

The centre will ensure that all candidates are registered on their approved courses within four weeks of them enrolling on the course. The registrations will normally be completed based on class lists populated from the centre's MIS as this will be the most accurate and up to date record of course membership. Prior to registrations being submitted, the Subject Leader will be asked to verify the candidates being registered to ensure that all the correct candidates are being registered for the correct course. The centre will ensure that the awarding organisation is advised of any additional registrations, withdrawals, or changes to candidate details, following any change in membership.

The centre will ensure accurate entries for any externally assessed components and the accurate submission of completed internally assessed marks. Assessment should take place throughout the course. Internal verification should take place at appropriate intervals during the course. Following completion of the course, a final internal verification and external verification (where required by the Awarding Organisation) should take place. Once these processes have taken place, the centre will then make valid claims for certificates. If the centre has Direct Claims Status, the centre may not require external verification, although, appropriate records must be maintained for any future external verification.

Records for vocational registrations, completion of assessment and certification claims will be kept for a minimum of three years following the completion of the course.

Private Candidates

The centre will not accept private candidate entries from outside the centre.

For candidates within the centre who wish to complete a qualification in addition to their core curriculum, the centre will enter them on a 'Private Candidate' basis, which is where the pupil assumes responsibility for the completion of a course of study in addition to their main curriculum. The pupil will be responsible for the entry fee and invigilation costs under the Charging and Remissions Policy.

4. The Equality Act 2010, Special Educational Needs and Access Arrangements

In accordance with the Equality Act 2010, all staff have a duty to ensure they do not discriminate against a pupil who has a protected characteristic.

The Equality Act 2010 means that any candidate who is disadvantaged because of a special characteristic must still receive fair access to qualifications. All centre staff must be aware of entitlement to access arrangements and must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

A candidate's Special Educational Needs requirements are determined by the SENDCO. The SENDCO will implement the Exam Access Arrangement Policy to assess and award access arrangements to pupils. The SENDCO will inform Subject Teachers of candidates with Special Educational Needs who are embarking on

a course leading to an exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

Making applications and arrangements for access arrangements for candidates to take exams is the responsibility of the SENDCO and the Exams Administration Assistant. They will submit completed access arrangement applications to the awarding bodies and ensure that candidates are given the correct authorised access arrangement entitlement in line with the regulations.

Access Arrangement Records will be stored electronically with original paperwork being submitted to the pupil's Educational Records. Such records will be retained for the period outlined in the Pupil Record Management Policy and the TCAT Retention and Disposal Schedule. Information may be shared with colleges to support evidencing normal way of working.

The school will be proactive in facilitating reasonable adjustments to eligible candidates and deal with any discriminatory incident as defined by the Equality Act 2010. Where any candidate feels that they have not been treated equally, they may complain to the school using the TCAT Complaints Policy.

5. Exam Days

Room Allocation

The Exams Office will book all exam rooms after liaison with other users. The Premises Team is responsible for setting up the allocated rooms in line with the Exams Office requirements.

Alternate Site Arrangements

On occasion, it may be appropriate to implement an Alternate Site Arrangement. This may form part of the contingency plan for a cohort of candidates, or it may be arranged on an individual basis to support a candidates' normal way of working.

Prior to the Alternate Site Arrangement being implemented, JCQ will be notified of the arrangement.

For whole cohort exams, the exam will be relocated and prepared under the direction of the Curriculum and Data Operations Manager. This includes preparation of venues and the secure transportation of papers. Records of materials transferred to the Alternate Site will be maintained and the Curriculum and Data Operations Manager will be always responsible for the security of the materials.

For individual candidates, the arrangement can be prepared for in advance. Prior to the first exam:

- An invigilator will be identified for each candidate permitted to sit their exams at an alternate site and they will be used consistently for that candidate.
- Prior to the exam, the Curriculum and Data Operations Manager, a key adult for the candidate (such as the SENDCO or SEMH Lead) and the invigilator will meet the candidate and their family at the Alternate Site address.
- The following expectations will be set out for the candidate (which candidates and parents will sign to agree to):
 - The exam will be conducted to the same regulations as it would be if the exam were being completed at the centre.
 - The exam will be conducted in a suitable communal location (i.e., at the dining room table). Under no circumstances will the exam be conducted in a candidate's bedroom.

- A responsible adult be always at home during the exam. The responsible adult will not be in the 'exam room'.
- The responsible adult will ensure that the conditions are appropriate (i.e., heating, lighting, ventilation, level of noise, etc.).
- The candidate will be suitably dressed and in the room being used for the exam when the invigilator arrives.
- If these conditions are not satisfied in full, the invigilator will be instructed to leave the alternate site and not conduct the exam.

Prior to each exam:

- Exam materials will be prepared in the usual way by the Exams Team (i.e., opened at the correct date and time with observation of the second pair of eyes checks).
- One copy of the appropriate material(s) will be removed from the packets and placed in a Security Bag with any other materials required (i.e., additional answer paper).
- The Security Bag will be sealed using a uniquely identified tag.
- The Centre Copy of the Materials Transferred to an Alternate Site will be completed.
- The Security Bag will be returned to the safe until collected by the invigilator.
- When the designated invigilator arrives, they will sign out the material.
- The invigilator will be given a spare tag to secure the Security Bag on the return journey. A note of this tag will be made on the Centre Copy of the Materials Transferred to an Alternate Site.
- The invigilator will then travel to the alternate site, ensuring that the exam paper is kept secure.

At the Alternate Site:

- The invigilator will arrive at the alternate site.
- The invigilator will prepare the alternate site, leaving the paper sealed until they are ready to start the exam.
- When ready to begin, the invigilator will complete the Alternate Site Copy of the Materials Transferred to an Alternate Site and open the paper.
- The exam will be completed as normal in compliance with JCQ Regulations.
- Once completed (and not earlier than 60 minutes after the published start time), the paper will be resealed into the Security Bag and the new tag applied. The invigilator will complete the Alternate Site Copy of the Materials Transferred to an Alternate Site and return to the centre, ensuring that the exam paper is kept secure.
- If the invigilator has any concerns surrounding the pupil's safety and/or wellbeing during the exam, they should immediately contact the Curriculum and Data Operations Manager who will escalate this to the Safeguarding Team in line with the Academy Safeguarding Policy.

Upon return to the centre:

- The invigilator will return the Security Bag to either Paul Cordingley or Diane MacDonald who will complete the Centre Copy of the Materials Transferred to an Alternate Site.
- The exam paper will then be dispatched in the normal way to the Awarding Organisation with the rest of the papers from the centre.

Starting an Exam and The People Present

The Exams Office / Invigilator will start all exams in accordance with JCQ Regulations.

Subject staff may not be present in an exam room. **Senior Leaders who do not deliver the qualification being examined** may be present at the start of the examination to assist with identification and behaviour management of candidates. They must not advise candidates on any aspect of the examination paper.

Where required for practical exams, on screen tests, or access arrangements being facilitated through technology, the appropriate technical support will be arranged. Where at all possible, preparations should be made prior to the start of the exam, before the room is prepared for the exam and question papers taken to the room. If technical support is required during the exam, the appropriate assistance will be requested and will be supervised closely by a member of the exams team whilst present in the exam room.

There must always be at least one invigilator to every thirty candidates for written exams, or one invigilator to every twenty candidates for practical exams. In external exams, the Exams Office will allocate an additional invigilator to the minimum requirement to facilitate one invigilator being able to leave the room temporarily without compromising the integrity of the exam.

Candidate Identification

Candidates must be properly identified at the start of the exam. If there is any doubt from over the identity of a candidate, this must be raised immediately with either the Exams Office or the Senior Leader present for the purpose of identifying candidates. Seating plans are created in Arbor and a personalised seating plan is issued to candidates in advance. Candidates must sit in the correct seats. Name cards will be placed on desks which will include the candidate's photo from Arbor. Exams Office Staff and invigilators will identify the candidates by the completion of a register immediately following the start of the examination. If a candidate cannot be identified from their name card, the Senior Leadership Team will be called to assist. Assistance may be required for candidates who wear religious clothing. Such candidates will be escorted to a quiet area by two members of staff of the same gender whilst they remove their religious clothing for identification purposes.

Absent Candidates

Where a candidate is absent from the start of the examination, the Attendance Liaison Officers (in conjunction with the Senior Leadership Team) will play an active role in contacting parents and/or guardians to locate the candidate and, where possible, ensure they arrive at school in time to sit the examination.

Late Arrivals

For mock exams, late arrivals will be permitted at any time. They will finish the exam at the normal time and the remaining time will be allocated in class.

For external exams, candidates may enter the exam until 1 hour after the published start time (unless otherwise stated by exam regulations). It may be more appropriate to allocate them a seat in an alternate room, so they are not disturbed by the other candidates who finish 'on time'. They will be allowed the full time to complete the paper in exam conditions.

Very Late Arrivals (those arriving more than 1 hour after the published start time) will not be permitted to sit the exam.

Leaving an Exam Room

Candidates will not ordinarily be able to leave an exam room once they have entered the room. Candidates can only leave under the direct supervision of a member of the Exams Team if they:

- Have a Valid Medical Pass
- Have a Valid Toilet Pass

- Are unwell.

Candidates should utilise the toilets prior to the exam and are not permitted to use the toilets during an exam without a valid pass. However, invigilators may use professional judgement to determine whether the candidate needs escorting out of the exam room for this purpose.

Where the exam is an external exam, approval to leave an exam room early will only be given in exceptional circumstances to maintain the integrity of the examination.

Candidates are expected to remain in the exam room for the full duration. Unless permitted for an exceptional reason as stated above, candidates are not allowed to leave an exam room before the finish time.

Food and Drink

Candidates may take a bottle of water into an exam room. This must be in a clear plastic bottle, and any packaging must be removed prior to the start of the exam. Reusable plastic bottles are permissible, proving they are transparent. Flasks and other non-transparent containers are not permitted in an examination room.

Food is not permitted in an examination room unless the candidate requires a reasonable adjustment for a medical condition, such as Diabetes. Where this is the case, food must be in a clear container and, ideally, only consumed during a Supervised Rest Break to minimise the risk of damage to the exam paper, or disruption to other pupils.

Behaviour Management

Where a candidate's behaviour presents an issue in an external exam, this will be dealt with in line with the regulations, which may include the commencement of Malpractice proceedings.

Where a candidate's behaviour presents as an issue in a mock exam, the candidate may be removed from the exam and awarded a grade X to replicate the procedure that would occur in an external exam.

Examination Papers

For mock exams, it is the responsibility of each department to provide details of the exam papers being sat and the details of the pupils completing the examinations, with entry tiers where appropriate, to the Exams Office by the published deadline. Departments are responsible for submitting exam papers to the Exams Office no later than four weeks before the exam. The Exams Office will coordinate the printing of the correct number and colours of papers.

Exam papers must not be read by any member of staff or removed from the exam room before the end of a session unless directed by the Curriculum and Data Operations Manager.

- For external exams, this is essential to maintain the security of the assessment material.
- For mock exams, an exam paper may be removed if agreed by the Curriculum and Data Operations Manager for them to complete in another location if the circumstances demand this. This should only be an exceptional requirement to maintain the integrity of the access arrangements process. Where a candidate is removed from an exam room because of poor behaviour, the candidate should be removed and sanctioned as appropriate. They should not be given the opportunity to sit

the exam whilst the exam is in progress and should be awarded a grade X on their progress reviews in line with the process for an external exam. To support teaching and learning, candidates should be given the opportunity to sit the assessment in an after-school detention.

For external exams, papers will be retrieved from the secure storage no earlier than 60 minutes prior to the start of the examination. When removing papers from the secure store, two people will check the papers to ensure the correct papers are being opened. One person will read the front of every examination packet, whilst the other will listen to what is being read to confirm the information matches what is expected to be heard. Each alternate room will have a large non-transparent mailing bag, into which will be secured the appropriate number of exam papers, administrative documents, and additional resources. Once prepared, the alternate room bags and the remaining papers for the Sports Hall will be returned to the secure storage until they are taken to the room by Exams Office staff or an Invigilator.

Modified papers are requested in advance of the exam season and will arrive in separate packets. This packet will be added to relevant non-transparent mailing bag.

Coloured papers are produced within the centre. In advance of the exams, the Exams/Assessment Administrator will print candidate timetables on the correct coloured paper so it can be clearly identified what papers (including tiers or options) are required in each colour. Where coloured papers are required for an exam, one copy of each paper being sat will be removed from the packets by the Exams/Assessment Administrator who will secure this in non-transparent mailing pouch. The Exams/Assessment Administrator will then take this paper to Reprographics for copying and will remain with the original and copied papers at all times. The Reprographics room will be vacated, and the door locked to prevent unauthorised access. The Exams/Assessment Administrator will work with the Reprographics and Data Administrator to copy the papers as required and re-secure them in non-transparent mailing pouches for each room. The Exams/Assessment Administrator will then return to the Exams Office and add the non-transparent mailing pouch with the coloured papers to the correct non-transparent mailing bags for the relevant room.

Completed candidate scripts will be packed in accordance with the regulations. Where a Parcelforce collection is booked, scripts will remain in the secure storage until the start of the collection window before being taken to reception. The receptionist will not leave these packages unattended at any time. If the packages have not been collected at the end of the day, the receptionist will contact the Curriculum and Data Operations Manager who can advise on alternative arrangements and/or return the packages to the safe for dispatch on the next working day.

Unless prohibited by regulation, any unused papers will be normally distributed to Subject Leaders at the end of the exam session once completed candidate scripts have been accounted for and dispatched to the Awarding Organisation.

Emergency Evacuation

In the event of a fire during an exam:

- The school's fire alarm has a delayed response. This means that there should be an early warning indicator prior to the alarm sounding. When this initial indicator is sounded on the panel in Reception, the Receptionist will contact the Exams Office to advise them of the potential alarm.
- Should the fire alarm begin to sound prior to the Receptionist notifying the Exams Office, notification should be given by an invigilator in the Exam Room(s).
- Invigilators will instruct candidates to put their pens down, close their exam booklets and fold their arms.
- Invigilators will record what time the exam was stopped on the board.

- There is to be no communication between candidates. Candidates in the sports hall should remain seated until the Principal/member of SLT or Curriculum and Data Operations Manager arrives.
- The Principal, members of SLT, staff On Call or Patrol and the Curriculum and Data Operations Manager will proceed immediately to the Sports Hall. The Exams/Assessment Administrator will proceed to the alternate rooms.
- The Operations Manager and/or Site Team will ascertain whether the alarm is live and whether there is a threat to the exam rooms in use.
- If the alarm is false, the Principal, member of SLT, staff On Call or Patrol or the Exams and Data Manager will reassure candidates that it is safe to continue and resume the exam.
- Invigilators will record what time the exam resumed on the board. Candidates will be entitled to the full time for the exam.
- Where there is a need to evacuate, the invigilators are responsible for taking the attendance list to the assembly point.
- Candidates will be asked to stand behind their desks and will file out in seat number order through the fire exits to the assembly point. They will be accompanied by the invigilators, Principal, SLT and Curriculum and Data Operations Manager. Exam papers will stay in the exam room. The exam room must be locked.
- Candidates must line up at the assembly point in silence. Invigilators and other centre staff should position themselves around and between the candidates to maintain silence and, therefore the integrity of the exam. A register will be taken from the attendance list to establish that all candidates are present.
- When it is safe to return to the building the candidates will be led back to the exam room in seat number order.
- As soon as all candidates are seated and settled, the exam will be resumed.
- Invigilators will record what time the exam resumed on the board. Candidates will be entitled to the full time for the exam.
- The candidates must always remain under exam conditions.
- For an External Exam, the Curriculum and Data Operations Manager will contact the relevant awarding organisation in accordance with JCQ regulations.

6. Candidates and Managing Timetable Clashes

In any exam, regardless of whether it is an external or mock, candidates are expected to comply with all JCQ regulations, and any other rules established by school policy. The centre's published rules on acceptable dress and behaviour always apply. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Prior to each exam series, candidates will be provided with written information regarding the exam timetables and the exam regulations. Such written information will be posted on the website and communicated to parents via a text message. Candidates will be expected to sign to confirm receipt of their timetables and exam regulation information.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list or the specification for the subject being examined. When candidates take their seat in the examination room, they must place all unauthorised material into the pencil case on their desk which will be collected by the invigilators prior to the start of the exam. These will be stored in a box at the front of the exam room and returned to pupils once the examination has been completed and exam material collected.

Where there is a timetable clash, the Exams Office will make the appropriate arrangements, in accordance with the regulations, to identify such cohorts and identify suitable venues and supervision arrangements for the examinations to take place. Where possible, the centre will avoid the need to implement Overnight Supervision. If this is required, this will be processed in line with JCQ Regulations.

7. Special Consideration

Special Consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special Consideration can be applied for under two categories:

- Absent Candidate: where the candidate misses an exam due to extenuating circumstances.
- Disadvantaged Candidate: where the candidate sits the exam but is affected by extenuating circumstances.

Should a candidate be absent from, or disadvantaged in, an exam, it is the responsibility of the candidate to notify the Exams Office to that effect.

Any claim for special consideration must be supported by suitable evidence within 48 hours of the examination. The Exams Office will complete a special consideration application and submit this to the appropriate Awarding Organisation(s) for their consideration within the JCQ regulations. The Centre will not be liable for failing to make a claim for special consideration where insufficient evidence is provided by the deadline.

The school will make proactive attempts to collect evidence for where a candidate has been disadvantaged in an examination and will also make applications where we are able to sufficiently evidence that the candidate has been disadvantaged, even if the candidate has not made a request to us (for example, if we are already aware of ongoing extenuating circumstances). Where this threshold is met, application(s) will be submitted to the appropriate Awarding Organisations who will assess the claim against JCQ Regulations and make the appropriate award.

Where a candidate or parent/carer is not satisfied with the centre's decision relating to the decision to support an application for special consideration, they should follow the appeals policy set out in Part 1, Section 10.

8. Results, Enquiries about Results and Access to Scripts

The Curriculum and Data Operations Manager will download and process the exam results on the restricted release day. The Curriculum and Data Operations Manager will ensure suitable embargoes on results data, allowing access to only the Principal, the Vice Principal (Curriculum) and the Exam Assessment Administrator. It will be considered malpractice for results to be shared beyond this prior to 8am the following day.

Arrangements for the school to be open on results days are made by the Exams Office. The provision of staff on results days is the responsibility of the Curriculum and Data Operations Manager. Staff not included in the embargo will be able to access their results from 8am on results day. Candidates will be allowed to collect results from school from 8:30 on results day.

Candidates may nominate a third party to collect their results. Candidates must make such requests in writing to the centre. The request should confirm their full name, date of birth and the person nominated to collect their certificates. The nominated person should bring a copy of the letter and photographic identification. Copies of such requests will be retained on file for a period of 9 years.

Results may be posted home but the school does not accept responsibility for their loss or damage in transit. Where a candidate requests a certificate to be posted home, they must do this in writing, confirming their full name, date of birth and address. Copies of such requests will be retained on file for a period of 9 years. Candidates are required to provide a suitable self-addressed envelope and pay the required postage. The Exams Office is under no obligation to dispatch results where the postage has not been paid in full.

Candidates may make an enquiry about their results in line with JCQ regulations. Candidates should make a request to the appropriate Subject Leader or the Head of Centre to consider the feasibility of the enquiry. If the school supports the enquiry, the Exams Office will process the request and the school will pay any fees due. Where the school does not support the request, the candidate can choose to pursue the request but will be liable for any fees due. The candidate will have the right to appeal this decision. Where a candidate wishes to do this, they should follow the appeals policy set out in Part 1, Section 10. A Complaint raised in respect of this will be expedited to ensure it is completed prior to the Awarding Organisation's deadlines for making enquiries about results. Before any application is made, the candidate is required to complete a JCQ consent form, acknowledging that their result may go up, go down or remain the same.

Candidates may also ask for access to their scripts to support an application for an enquiry about results. Where a candidate requests access to a script, the Exams Office will process request and the candidate will be liable for the fee. Subject Leaders may also request access to scripts to support with an enquiry about results or to support teaching and learning. Where this is the case, the centre will be liable for the fee, but the candidate must consent to the centre requesting their scripts for these purposes.

9. Certificates

Certificates are usually received at school within 2-3 months of the results being published. Candidates will normally collect their certificates in person, either at a specific event for this purpose or throughout the year. Candidates will be asked to check their certificates - to ensure all certificates have been received and display the correct grades (in the event of a successful enquiry about results) - and will be asked to sign for them. Copies of signature records will be retained on file for a period of 9 years.

Candidates may nominate a third party to collect their certificates. Candidates must make such requests in writing to the centre. The request should confirm their full name, date of birth and the person nominated to collect their certificates. The nominated person should bring a copy of the letter and photographic identification. Copies of such requests will be retained on file for a period of 9 years.

Certificates are not routinely posted home as they may be lost or damaged in transit, and we may not hold up to date address information once candidates have come off roll. Where a candidate requests a certificate to be posted home, they must do this in writing, confirming their full name, date of birth and address. Copies of such requests will be retained on file for a period of 9 years. Candidates are required to provide a suitable (cardboard backed) self-addressed envelope and pay the required postage. The Exams Office is under no obligation to dispatch certificates where the postage has not been paid in full and does not accept liability for loss or damage in transit where the candidate has expressly requested that certificates are posted to them.

Certificates are normally retained for three years.

Awarding Organisations do not issue replacement certificates. Should pupils need certified copies of their results if they lose or fail to collect their certificates, they may either request a copy of their results from the school or request copies from the Awarding Organisations. In these circumstances, pupils will have to prove their identity to the school or Awarding Organisation(s). Where the school facilitates a request for a copy of results, the request must be made in writing and a record of the request will be retained on file in line with the TCAT GDPR Policy. The school will make no charge for facilitating a request for results. Where pupils request results from Awarding Organisations, they will be responsible for completing the process directly with them and paying any fees due.

Part 3: Non-Examination Assessment Policy

1. Scope and Rationale

Non-Examination assessment is a form of internally assessed work in GCSE and A-Level subjects which measure subject specific knowledge and skills which cannot be tested by timed written papers. This part is also relevant to the Non-Exam Assessments components for Technical Awards.

There are three assessment stages and rules which apply to each stage:

- Task setting
- Task taking
- Task marking

Subject-specific regulations are set out in subject specifications and Awarding Organisation 'Instructions for Non-Exam Assessment'.

Depending on the level of control defined within the specification, controlled assessments may take place for example:

- In a normal timetabled lesson.
- Entirely within the centre under supervision with controlled access to resources.
- Outside the centre and involve research with limited supervision.

This policy aims to:

- Cover procedures for planning and managing non-examination assessments.
- Define staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

Non-examination assessment may take place at any time during the course. However, tasks issued to candidates must be appropriate to the year in which the assessment will be submitted to the Awarding Organisation. Consideration must also be given for the timing of assessment within the scheme of work to ensure sufficient content has been delivered prior to allowing candidates an attempt at the assessment.

2. Roles and Responsibilities

Exams Office

The Exams Office is responsible for:

- Ensuring the centre's non-examination assessment policy is fit for purpose.
- Ensuring non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Coordinating with the Vocational Lead and Subject Leads to schedule and resource Non-Examination Assessments.
- Liaising with the ICT Technicians to ensure that any ICT requirements are in place and have been tested before non-examination assessments take place.
- Providing an Induction Process for Staff and Pupils which ensures all JCQ's regulations and information for candidates are distributed to the relevant parties, including information pertaining to cyber security.
- Ensuring internal centre deadlines for non-examination assessments are clear and are shared with all relevant staff, students and, where appropriate, their parents/carers.

- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.
- Supporting the administration/management of non-examination assessment in line with wider policy, Awarding Organisation requirements and JCQ regulations.

Vice Principal (Curriculum and Progress)

The Vice Principal (Curriculum and Progress) is responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.

Subject Leads

Subject Leads are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding organisation.
- Ensuring that individual teachers understand their responsibilities regarding non-examination assessment.
- Ensure that an appropriate colleague attends relevant meetings or training, especially when facilitated by the Awarding Organisation.
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.
- Ensure that non-examination assessment tasks set by the centre are consistent with the assessment criteria detailed in the specification and that they are accessible to candidates.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are always stored securely.
- Undertaking appropriate departmental standardisation of non-examination assessments.
- Ensure that internal curriculum area deadlines for controlled assessments and non-examination assessments are clear and are shared with all relevant staff, students and, where appropriate, their parents/carers.
- Ensure that assessment materials and candidates' work are always kept in secure conditions. In the case of work stored electronically, this will include protection from corruption. (If work is stored on memory sticks, these should be backed up and locked away after each session).
- Maintain records of all controlled assessment or non-examination assessment sessions within the curriculum area. Organise in liaison with the Curriculum and Data Operations Manager, the submission of candidates' work for moderation, keeping a record of the names and examination numbers of those candidates whose work is included in the moderation sample.

Teachers

Teachers are responsible for:

- Complying with JCQ Cyber Security Regulations when using Awarding Organisation Secure Sites, accessing secure assessment material, and completing non-examination assessment sessions.
- Understanding and complying with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with the awarding organisation's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes, or additional information on the awarding organisation's website.

- Ensure that students are aware of the controlled assessment or non-examination assessment task requirements and know the assessment criteria they are expected to meet.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Organisation and take part in standardisation activities as required by the Subject Leader. Submit marks to the Awarding Organisation when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Check that candidates who are using electronic storage facilities only introduce permitted material into the assessment environment.
- Complete an attendance list for each non-examination assessment session, indicating date, time, duration, supervision arrangements and details of any incidents.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. If an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENDCO for any assistance required for the administration and management of access arrangements.

SENDCO

The SENDCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.

IT Technicians

The IT Technicians are responsible for:

- Ensuring PCs and Laptops meet the JCQ regulations.
- Provide technical assistance where required and permitted by the regulations.
- Ensure appropriate back ups are taken in accordance with JCQ Regulations (i.e. two copies including one off-site backup).

3. Task Setting

Where the centre is responsible for task setting, in accordance with specific awarding organisation guidelines, Subject Leads / Teachers will:

- Select from non-examination assessment tasks provided by the awarding organisation, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification.

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

Teachers must check the tasks and approach being taken are in line with ethical standards and must have regard for the centre's safeguarding responsibilities. Where a subject teacher has any concern regarding the ethical standards of a task, or concern for the safeguarding of one or more candidates (even where the task has been set externally), they must immediately seek the advice of the Curriculum and Data Operations Manager, and the Vocational Coordinator and the Designated Safeguarding Leads. The Awarding Organisation should be contacted at the earliest opportunity to discuss the impact on the candidates.

4. Task Taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding organisation's specification says otherwise.

Supervision

- Invigilators are not required.
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates', however, it may be good practice to display these posters to support the process.
- Candidates should be directly always supervised.
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding organisation.
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated.
 - The work that an individual candidate submits for assessment is his/her own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution.
- The teacher will also:
 - Ensure that candidates understand the need to reference work.
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material.

Advice and Feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).
- Unless specifically prohibited by the awarding organisation's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level.
 - Having provided advice at a general level, allow candidates to revise and redraft work.
- Any assistance that goes beyond general advice will be recorded and either considered when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

Resources

- Teachers will be aware of the awarding organisation's restrictions regarding access to resources.
- Unless otherwise specified by the awarding organisation, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Group Work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.

- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

5. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities. Teachers are required to assess non-examination assessment in person and must not use Artificial Intelligence to assess the work as this would constitute staff malpractice. Where teachers use Artificial Intelligence to formatively assess candidate work, this should not be at the expense of being able to authenticate summative assessments which form part of the candidate's non-examination assessment.

Where required by the awarding organisation's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned.
 - The work was completed under the required conditions.
 - Signed candidate declarations are kept on file.

A teacher may decide they are unable to authenticate a candidate's work. This may be due to suspected candidate malpractice or teacher maladministration. Where this is the case, the teacher must inform Curriculum and Data Operations Manager immediately. This will then be investigated as appropriate under the Malpractice Policy (Part 1, Section 8).

6. Task Marking

Internally Assessed Work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Teachers must not use AI tools to mark candidate work. Annotation will be used to provide evidence to indicate how and why marks have been awarded. We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body in line with the appeals policy set out in Part 1, Section 10. We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed. Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

7. Malpractice

The head of centre, senior leaders and the Exams Office will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice. Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium, including social media.
- Allow other candidates to have access to their own independently sourced material.
- Assist other candidates to produce work.
- Use books, the internet or other sources without acknowledgement or attribution.
- Submit work that has been word processed by a third party without acknowledgement.
- Include inappropriate, offensive, or obscene material.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice. Malpractice will be reported to the Curriculum and Data Operations Manager who will investigate in line with the Malpractice policy.

8. Enquiries About Results

Candidates will be made aware of the arrangements for enquiries about results before they take any assessments.

For internally assessed work, prior to the submission, candidates who wish to enquire about the result in a non-exam assessment should follow the appeals policy set out in Part 1, Section 10. Following the submission of work, a review of moderation is available only when marks have been changed by an awarding organisation during the moderation process. Where marks have been accepted without amendment, there will be no further review process. A review of moderation is only available for the whole cohort, not for individual candidates.

For externally assessed work, candidates will be able to enquire about their results as they would do for an exam.

Part 4: Coursework (Other Than Non-Exam Assessment) Policy

This part sets out the general principles for the administration of any coursework or controlled assessment which is more relevant to vocational subjects (excluding Technical Awards). Additional guidance on the administration of non-exam assessment can be found at Part 3. This Part should be read in conjunction with Part 3.

1. Recognition of Prior Learning

Recognition of Prior Learning allows students to claim credits for internally assessed qualification units following completion of a previous programme of study. This has the effect of reducing the number of units a candidate must complete towards a vocational qualification. It should be noted, owing to the context of the centre, it is unlikely that candidates will have completed suitable Prior Learning to seek exemption. However, where a candidate can demonstrate sufficient reliable evidence, the centre will support such an application.

All students shall be entitled to apply for Recognition of Prior Learning, providing they meet the specific requirements of the appropriate Awarding Organisation. A student who makes an initial enquiry about Recognition of Prior Learning should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation. A student may appeal any decision only where there are grounds of non-observations of the agreed procedures and/or improper application of those procedures.

To make a claim for Recognition of Prior Learning, the student must submit a written request detailing the units for which Recognition of Prior Learning is sought and explaining how the learning outcomes have been met. Suitable evidence must be provided to support the application. The Lead Verifier for the qualification must support the application process and quality assure the evidence provided to make sure it is suitable and sufficient. The Lead Verifier must also agree an action plan detailing how the remaining assessment criteria will be met to ensure that the candidate can complete the qualification.

2. Fair Assessment

Assessment must be accessible to all. All assessments will be set, taken, and marked fairly in line with the Equality Act 2010 and the requirements of JCQ and individual Awarding Organisations. Candidates will be given access to the subject content required to complete an assessment before they are required to complete any assessment. Candidates must be given information about the learning outcomes and performance criteria. They must also be provided with the full process and procedure for how the assessment will be taken and must be given feedback within the appropriate timescales stipulated by the Awarding Organisation.

3. Assessment

Assessment must be fit for purpose and enable learners to produce the appropriate evidence required for the course within the scope of the specification. A clear assessment plan should be produced at the start of the programme, clearly detailing assignment publication and submission dates. Assignment briefs are issued once the content for the unit of work has been delivered and act as a reference point for assessment throughout the unit.

Teachers must check the tasks and approach being taken are in line with ethical standards and must have regard for the centre's safeguarding responsibilities. Where a subject teacher has any concern regarding the ethical standards of a task, or concern for the safeguarding of one or more candidates (even where the task has been set externally), they must immediately seek the advice of the Curriculum and Data Operations Manager, and the Vocational Coordinator and the Designated Safeguarding Leads. The Awarding Organisation should be contacted at the earliest opportunity to discuss the impact on the candidates.

Assessment should be carried out through a range of various appropriate assessment methods with clear assignment briefs issued to candidates. Impartial, valid, and reliable assessment decisions must be made only against the published assessment or grading criteria.

Assessors are responsible for teaching and assessing candidates against the learning aims and assessment criteria for the course specification. The assessment process will be undertaken by staff who are trained and/or experienced in the process. Training may be delivered through the completion of formal courses or through CPD. Where required by the Awarding Organisation, all work should be assessed and then be internally standardised to ensure that the marking criteria has been fully, correctly, and fairly applied to the completed assessment. Assessors must not use AI tools to mark candidate work. Records of assessment must be maintained by Subject Leaders and made available to external moderators / quality assurers. These records must be kept securely for a minimum of three years unless the appropriate Awarding Organisation specifies a longer timescale.

4. Blended Learning

Blended Learning is 'a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary with the purpose of giving learners a more diverse and engaging learning experience'.

Because of Blended Learning, and particularly for vocational courses, it is likely there will be an element of Distance Assessment. This is where "the assessment is designed to be carried out remotely and allows candidates to be assessed where they are in situations or settings where traditional methods of assessment may be difficult or impossible to operate." **Distance Assessment is only permissible where the specification allows.**

There are scenarios where distance assessment will not be possible and not appropriate, such as when:

- Practical skills and/or interaction with individuals/equipment need to be demonstrated and assessed in person.
- There are group assessments where collaboration with others forms part of the assessment.
- There is a requirement for candidates to be overseen in person by centre staff at a specific location, under controlled conditions, including observations of performance in SVQ/NVQ type competency-based qualifications and Awarding Organisations set and marked examinations and controlled tasks.

Where Distance Assessment is used:

- Teaching staff must have dedicated time to support candidates working remotely.
- Assessment teams must have processes in place to assess and manage feedback to candidates (including questions from candidates that may arise during the teaching and assessment process), in a timely manner that does not put the candidate at a disadvantaged compared to other candidates who may still be studying face-to-face.

- The deadlines are made clear, well in advance of the assessment, and where possible, in a face-to-face session to ensure full understanding. Where this is not possible, the start date and due date should be clearly marked on Assignment on Microsoft Teams.
- Appropriate training must be given to staff who must implement measures to prevent and detect any instances of malpractice, including plagiarism and collusion, which may arise due to the blended delivery or assessment.
- Candidates must be made fully aware of the need to avoid any forms of malpractice and the consequences of it should they commit it.
- Assessment teams must ensure that submitted work is authentic.
- Assessment teams must maintain and store securely all assessment and internal verification records, including records of what assessment has been set remotely, for a minimum of three years following the completion of the course.

5. Internal Moderation / Quality Assurance

Lead Verifiers / Internal Quality Assurers are responsible for ensuring that assessment decisions are consistent, accurate and reliable across the programme by checking that assignments are fit for purpose, standardising assessors, and sampling assessment decisions. They must also ensure that a candidate's work is authentic and valid. Lead Verifiers / Internal Quality Assurers are responsible for ensuring appropriate training of assessors involved in the delivery of the course and that regular briefings are held to ensure all assessors are fully aware of any updates or corrective action for a course. Anyone involved in the delivery and assessment of the programme can be a Lead Verifier, but they cannot internally verify their own assessment. Where only one person is involved in the delivery of a programme, another suitably qualified / experienced person must act as the Lead Verifier / Internal Quality Assurer. The Trust may support with the internal moderation / quality assurance process. This may be in the role of Lead Verifier / Internal Quality Assurer or as part of a joint moderation process.

Where internal moderation / quality assurance is required by an Awarding Organisation for a particular course, the Lead Verifier / Internal Quality Assurer must ensure that standardisation is completed for the full range of units and assessors. At the outset of a course delivery, an internal moderation / quality assurance schedule should be created, which is linked to assessment plans, to ensure that thorough internal moderation / quality assurance takes place.

Internal moderation / quality assurance should be completed on an ongoing basis throughout the course, based on the schedule, with feedback being given to assessors. Such feedback and evidence of any required corrective action will be recorded. It is the responsibility of Lead Verifiers / Internal Quality Assurers to maintain records of such activity and make this available for external moderation / quality assurance. These records must be kept securely for a minimum of three years unless the appropriate Awarding Organisation specifies a longer timescale.

Assessment and internal moderation / quality assurance procedures must be reviewed on a regular basis and, as a minimum, on an annual basis.

It is the duty of Subject Leaders to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Office will assist by keeping a record of each dispatch, including the recipient details and the date sent. Marks for all internally assessed work are provided to the Exams Office by the Subject Leaders. The Exams Office will inform staff of the date when appeals against internal assessments must be made.

6. Enquiries About Results

Candidates will be made aware of the arrangements for enquiries about results before they take any assessments. Prior to the submission, candidates who wish to enquire about the result in a non-exam assessment should follow the appeals policy set out in Part 1, Section 10. Following the submission of work, a review of moderation is available only when marks have been changed by an awarding organisation during the moderation process. Where marks have been accepted without amendment, there will be no further review process. A review of moderation is only available for the whole cohort, not for individual candidates.

Part 5: Exam Access Arrangement Policy

1. Introduction

What are exam access arrangements?

An Exam Access Arrangement (Exam Access Arrangements) is a provision or type of support given to a pupil (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the pupil has appropriate access to the exam. At Penketh High School we will use every opportunity to identify pupils' needs from their first contact with the school. Information and evidence are gathered when a pupil transitions to PHS and from subject teachers. If appropriate, professional reports are requested that demonstrate an Additional Educational Need (AEN) and a recommendation for a reasonable adjustment to be made to meet the pupil's needs and the type of access arrangements that are appropriate. Exam access arrangements reflect the support that is given to a pupil who has SEND/AEN in the classroom, in internal exams and mock exams, and is considered their **normal way of working**. Access Arrangements are pre-examination adjustments for candidates based on evidence of need. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes, and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Purpose

The purpose of this policy is to confirm that Penketh High School fulfils its obligations in respect of identifying the need for, requesting, and implementing access arrangements.

2. Aims

Our Exam Access Arrangements policy aims to:

- Reflect a whole centre approach to access arrangements.
- Comply with JCQ criteria for reasonable adjustments for candidates with disabilities and learning difficulties.
- Meet the needs of an individual candidate without affecting the integrity of the assessment.

The Examination Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all pupils with additional learning needs (ALN) including those with formally diagnosed Special Educational Needs and/or Disabilities (SEND). The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual pupil may fulfil his or her full potential.

3. Legislation and Guidance

Penketh High School's Policy for Exam Access Arrangements complies with the statutory requirement and has been written with reference to the following guidance and documents:

- JCQ Access Arrangements regulations 2026/2027

- JCQ Regulations: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'
- SEND Code of Practice (2015)
- Disability Discrimination
- Removing Barriers to Achievement 2004
- Education Act 2001
- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy

4. Definitions

The JCQ Regulations state Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. Ensure the proposed access arrangement does not unduly disadvantage or advantage the candidate. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments.

Normal Way of Working as defined by JCQ states that "The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- in the classroom
- working in small groups for reading and/or writing
- literacy support lessons
- literacy intervention strategies
- in internal school tests and mock examinations.

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 undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on several factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves costs, timeframes or affects the security or integrity of the assessment.

Special Educational Needs A candidate has "special educational needs" as defined in the SEND code of practice: 0 to 25 years, if they have a learning difficulty or disability, which calls for special educational provision to be made for them. The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mobility impairment mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Definition of disability: Section 6 of the Equality Act defines disability as a "physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities."

Definition of special educational needs: A candidate has 'special educational needs' as defined in the SEND Code of Practice 2014: 0 to 25 years.

5. Identification, Assessment and Application

In line with JCQ regulations, Penketh High School will make all decisions regarding access arrangements based upon whether the candidate has a substantial and long-term impairment, which has an adverse effect, in conjunction with the access arrangement being the candidate's **Normal Way of Working**. Appropriate evidence of need will be available for inspection.

Identifying the need for access arrangements

Students who may qualify for formal access arrangements during KS4 are identified early in KS3 (Y7-8). At this stage needs are identified, rather than formally assessed. Adjustments to Quality First Teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments. All pupils are screened in Year 9 using the Exact screening test. Formal assessments for Access Arrangements take place in Y9 and Y10 during the first half of Autumn Term. Students who have had Exam Access Arrangements at KS2 are screened for Exam Access Arrangements at this stage. Although they may have received Exam Access Arrangements at KS2, it does not necessarily mean that they automatically receive it at KS4 exams because their needs may have changed. For example, a student who had a reader at KS2 may not qualify for a reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

Assessment

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations. For those students potentially requiring access arrangements formal assessment and an application to JCQ is carried out in Year 10 or 11. Assessments may also be carried out at other points, where necessary. When granted, access arrangements are valid for 26 months. Any student with scores which indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access Arrangements. Specialist assessments for access arrangements will be carried out at Penketh High School by an appropriately qualified assessor. Parents may request an independent assessment. However, Penketh High School may elect to accept or reject a privately commissioned report. If rejected the SENCO or a member of the Senior Leadership team must provide a brief, written rationale to support this decision, which must be available for inspection purposes. At Penketh High School, examination officers, specialist assessors, the SENCO and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations. If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed. If the SENCO and/or specialist assessor considers that access arrangements cease to be the student's **Normal Way of Working**, they reserve the right to withdraw the permission, providing written confirmation to parents/carers.

Procedures for processing an application

Parents must declare at the time of enrolment and when completing the school information form if their child has any medical or psychological condition, SEND needs, previous Exam Access Arrangements at another educational institution or any other issues that may require an Exam Access Arrangements. Failure to disclose this negates Penketh High School from their responsibilities. Once diagnostic tests have been conducted, if there is a recommendation for Exam Access Arrangements, the SENCO and Curriculum and Data Operations Manager will apply to JCQ. Since the application requires evidence of need, Penketh High School will hold evidence in its files that can be inspected at short notice.

This can include:

- Educational psychologist reports.
- Classroom observations and teachers' evidence
- Speech Therapist reports.
- Occupation Therapist reports.
- Letters from outside agencies such as hospitals, doctors, and CAHMS (Children and Adolescent Mental Health Service).
- Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers.
- Copies of Statements of Special Educational Needs, or Education, Health Care Plans (EHCP).
- Permission from the exam board for the arrangements.
- A signed copy of Form 8 report by the academy's designated assessor/tester/concise and long file notes.

Joint Council for Qualifications (JCQ) deadlines are fully adhered to.

Evidence needed to apply for Exam Access Arrangements

There are several pieces of evidence that can be used to apply for Exam Access Arrangements to JCQ:

- Form 8 reports from a specialist assessor carrying out Exam Access Arrangements assessments/tests.
- Previous Exam Access Arrangements from another school.
- Subject teachers- examples of work as appropriate and support given in class or evidence from tests or mock exams.
- Results from baseline tests such as reading age, writing tests, and the outcomes of Exact testing in year 9.
- Medical reports outlining significant medical needs and disability.
- An educational psychology report, which explicitly diagnoses severe dyslexia.
- A Speech therapy report, which diagnoses severe language impairment.

Deadlines for Submitting Applications

Access arrangements may cover the entire course. Ideally, they should be applied for at the start of the course. Access arrangements online must be used to process applications for the following qualification types: AQA Level 1, Level 2, Level 3 Technical qualifications, Cambridge Nationals, GCE, GCSE, WJEC Level 1, Level 2 General qualifications and WJEC Level 1, Level 2 Vocational qualifications.

Arrangements must be processed and approved before an examination or assessment, no later than the annual published deadlines.

Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible. In this scenario, Penketh High School must process applications as detailed in [JCQ 'General regulations for approved centres' Chapter 8, section 8.3] using Access arrangements online where required. Any application processed after the published deadline may be subject to scrutiny. The SENCO must ensure that the appropriate paperwork is on file and available for inspection. Where an existing approved application will expire prior to or during the June examination series, and the candidate is studying at the same qualification level, it is permissible to process a new on-line application upon expiry and after 31 March.

When a need for Access Arrangements has been identified, the relevant parties are informed:

- Parents in writing – the letter outline the type of arrangements that have been awarded.
- Students are informed verbally.
- Access Arrangement list is made available to the Exams Team.
- A list of those who receive Access Arrangements is made available to all staff. This information is added to Arbor, which can be accessed on Lesson Dashboards.

Private Educational Psychologists' or other commissioned Reports

Penketh High School will not accept privately commissioned reports. This is because they cost significant amounts of money and can put some pupils at a disadvantage where pupils cannot afford them. Penketh High School will, in all circumstances, use their own assessments to determine whether a pupil is entitled to access arrangements. Parents who chose to commission a private report do so at their own expense. Where a private report suggests a pupil may be entitled to access arrangements, this will trigger an assessment by the Specialist Assessor. In any event, the assessment conducted by the school's Specialist Assessor will be used to determine entitlement to access arrangements and, where this contradicts with the private report, the school's decision will take precedence and will be final.

6. Use of a Word Processor

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

A pupil sitting an exam may be approved where this is appropriate to the pupils' needs and not simply because this is the pupil's preferred way of working. A word processor cannot simply be granted to a pupil because they now prefer to type rather than write or can work faster on a keyboard or because they use a laptop at home.

The example of the type of evidence for the use of a word processor in exams are one of the following:

- The handwriting is so messy, and a high percentage of words are illegible so that someone unfamiliar with the handwriting cannot read it fluently and easily.
- The pupil experiences extreme discomfort when handwriting at length and has a medical condition diagnosis and confirmed by a practising medical professional.
- The pupil has legible handwriting but makes omissions and cannot order his/her ideas correctly so that the sense gets lost and is difficult to decipher and will significantly impact the outcome.
- The content and expression of the typed work is of significant better quality than handwritten work.

Centre specific processes

Use of a word processor will not be granted just because a candidate prefers to use one instead of writing. Instead, the following criteria will be used to determine which candidates would benefit from the use of a word processor:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
- A medical condition
- A physical disability / impairment
- A sensory impairment

- Planning and organisational problems when writing by hand – this may stem from motor planning issues such as Dyspraxia or alternatively language processing issues.
- Poor / illegible handwriting
- Slow writing speed / faster typing speed based on Exact Screener.

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- On a temporary basis because of a temporary injury at the time of the assessment.
- Where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

Word processors are not awarded in exams where candidates may be unfairly advantaged in the assessment of a particular skill.

Identifying Candidates who Require a Word Processor

- If a parent, guardian, or teacher has a concern about the legibility and / or speed of a candidate's handwriting, they should first raise their concern with the Form Tutor, SENDCO or teacher.
- This information will be passed to the SEND Department.
- The SENDCO will ask the candidate's teachers to send them evidence of their concerns about a candidate's handwriting for consideration.
- The SEND Team will, if appropriate, provide suitable guidance and support measures to help improve the legibility and / or speed of a candidate's handwriting.
- The SEND Team will if difficulties persist, undertake a formal assessment to determine the next course of action. In doing so, SENDCO will take into consideration a candidate's ability to type, or a recommendation from an external report, or any relevant diagnosed SEND.
- The SENDCO will, based on the candidate's needs, make the final decision regarding the appropriateness of awarding and allocating a word processor to a candidate for external examinations.

Deciding on the Appropriateness of a Word Processor

- A candidate that would benefit from the use of a word processor in external examinations is likely to have either: 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 organising problems when writing by hand; poor handwriting.
- The use of a word processor in public examinations cannot simply be granted to a candidate because they want to type rather than write in examinations, or can work faster on a keyboard, or because they use a word processor at home, or in school lessons that do not involve substantial timed tests.
- The use of a word processor must reflect the candidate's normal way of working within the centre for substantial timed tests including end of unit tests and internal exams.
- Candidates will only be allowed to use a word processor in external examinations if, in accordance with this policy, it has been established as their normal way of working in school in examination conditions and evidence has been gathered under extensive, timed examination condition tests.
- All staff, parents and pupils need to be aware that the use of a word processor for class or homework does not constitute a normal way of working in relation to examinations.
- All staff, parents and pupils should carefully consider the fact that the same conditions in exams as a normal way of working are necessary to ensure the integrity of the exam process. These will also hold true before a decision is taken on whether a pupil word-processes internal exams.
- Candidates are reminded that if they have been given permission to word process their written external examinations; this will be on a computer and keyboard that is not their own. The software

programmes will also be different or modified from those that they normally use. This is the same for pupil's word processing internal exams.

- Staff will need to ensure that pupils handwrite all end of unit tests and internal exams, unless SENDCO has agreed otherwise in accordance with this policy, so that pupils maintain this important skill.

Word Processors and Non-Examination Assessments

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification. In other words, this section of the policy does not apply to controlled assessments. Pupils are permitted to word process their work in controlled assessments with permission from their subject teacher. Word processing in non-examination assessments does not establish a candidate's normal way of working, as it is not done under the same timed conditions.

Word Processors and their Programmes

Penketh High School complies with the JCQ Instructions for Conducting Examinations by ensuring:

Configuration

- Word processors are checked to ensure they are in good working order at the time of the examination.
- Word processors are used as a typewriter, not as a database, although standard formatting software is acceptable.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not giving access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.
- Memory sticks are not permitted for use by a candidate.
- Where it is possible 'auto save' is on the device.

Network Accounts

- Candidates will use Word Processors on dedicated Exam Accounts. These accounts are managed by the Exams Team who have access to network drives to retrieve work. Accounts are locked between exams to prevent unauthorised access and are only opened once candidates are present in the exam. Completed scripts are cleared after each exam to ensure candidates do not have access to unauthorised materials during the exam.
- Word processors are connected to individual One Drive accounts, from which the work can be retrieved centrally by the Exams Team.
- At the end of the exam, completed scripts are retrieved from the account and are printed in the exams office by the Exams Team. Candidates are present to verify that the work printed is their own.

During the Exam

- Candidates are reminded that their centre number, candidate number and the unit / component code must appear on each page as a header or footer.
- Candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Candidates using DocsPlus as a word processor are instructed to enter their candidate and exam details in the appropriate settings so this prints as a header once finished.
- Candidates are instructed to appropriately number each page.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- Invigilators remind candidates to save their work at regular intervals.

After the Exam

- Word processed scripts are inserted in / attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- A copy of the word-processed script is retained securely until after the enquiry about results deadline so this can be resent to an awarding body if required.

Accommodating Word Processors in Examinations

Candidates using word processors are internally accommodated in the following manner:

- Candidates will ideally be seated in a computer room with hardwired computers.
- The candidates will be seated at the appropriate distances apart, as designated in the JCQ Instructions for Conducting Examinations, to ensure other candidates are not disturbed and cannot read the screen.
- Where using laptops or tablets, devices will be charged before exams, and the charge will be checked before the start of the exam. If necessary, power extension leads will be used to ensure that candidates can charge their device if the battery runs low during the exam, ensuring wires are secured properly to reduce health and safety risk.

Invigilation Arrangements Relating to the Use of Word Processors in Exams

Invigilators have a key role in upholding the integrity of the external examination / assessment process. The centre is responsible for ensuring that use of a word processor will not cause distraction for other students and that the screen is not overlooked or can be read by others.

- Where a scribe / speech recognition technology is being used, it must not be overheard by or cause distraction to other candidates.
- The Head of Centre must ensure that all persons appointed as invigilators are responsible adults, are appropriately trained and fully understand the rules of the access arrangements being used.
- Training sessions are organised for invigilators and other staff facilitating an access arrangements, and appropriate records are retained for inspection.

7. Alternate Rooming Arrangement

A decision where an exam candidate may be approved an Alternate Rooming Arrangement within the centre will be made by the SENDCO, Specialist Assessor or Head of Centre.

The decision will be based on:

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

8. Appeals

Where a candidate or parent/carer is not satisfied with the centre's decision relating to the award of access arrangements, they should follow the appeals policy set out in Part 1, Section 10.

9. Roles and Responsibilities

The SENCO

The SENCO is Emma Ogg EOgg@penkethhigh.org. They will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including access arrangements and general regulations.
- lead on the access arrangements process.
- Be familiar with and implement JCQ guidance for that year.
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process.
- ensure that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- ensure arrangements put in place reflect a candidate's **Normal Way of Working** within the centre.
- ensure the need for access arrangements for a candidate will be considered on a subject-by-subject basis.
- present when requested by the JCQ Centre Inspector, evidence of the specialist assessor's qualification.
- provide and annually review a centre policy on the use of word processors in exams and assessments.
- ensure criteria for candidates allowed Alternate Rooming Arrangements within the centre is clear, meets the requirements of JCQ access arrangements and best meets the needs of individual candidates and remaining candidates in main exam rooms.

The Specialist Assessor

The Specialist Assessor is Emma Ogg EOgg@penkethhigh.org. They will:

- conduct appropriate assessments to identify the need(s) of a candidate.
- provide appropriate evidence to confirm the need(s) of a candidate.
- complete appropriate documentation as required by the regulations of JCQ and the awarding body.
- be familiar with JCQ publications relating to Access Arrangements and the General Publication.

The Principal/Head of Centre

The Principal/Head of Centre is John Carlin Principal@penkethhigh.org. They will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications relating to access arrangements and general regulations.
- ensure that processes for identifying the need for access arrangements and reasonable adjustments (referred to in this policy as 'access arrangements') for individual candidates is clearly defined and documented.
- ensure that staff roles and responsibilities in identifying, requesting, and implementing access arrangements are clearly defined in this policy.
- ensure a qualified specialist assessor is appointed and that evidence of the appropriate qualification(s) of the person(s) appointed is held on file.
- ensure that the assessment process is administered in accordance with the regulations.
- ensure a disability policy showing the centre's compliance with relevant legislation is in place.

Class teachers

Class teachers will:

- inform the SENCo/specialist teacher of any support that might be needed by a candidate.
- provide information to evidence the **Normal Way of Working** of a candidate.
- support the SENCo/specialist teacher as required in identifying the need for access arrangements.

Part 6: Exam Contingency Planning

1. Scope and Rationale

The rationale for this Contingency Plan is to ensure there is a consistent and effective response to major disruptions to the examination system which would affect the school's ability to facilitate public examinations or a candidate's ability to take their examinations at our centre. The implementation of this Contingency Plan will safeguard candidates' and maintain the integrity of the examination system. The Exam Contingency Plan sets out the course of action for major disruption which could prevent an exam from proceeding. This should be read in conjunction with the Exam Risk Assessment which provides guidance on smaller disruptions.

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations.

All staff involved in the administration of examinations and non-examination assessments at the school have a duty to read this Contingency Plan and ensure that it is fully implemented to prevent malpractice and maladministration.

Where this part references JCQ regulations, further information can be found on their website: www.jcq.org.uk. This Contingency Plan was written in consideration of the current JCQ regulations. Where there are changes to the regulations mid-year, The Curriculum and Data Operations Manager has the discretion to vary this Contingency Plan without consultation with governors so the centre can remain compliant with the regulations. Any changes made to the Contingency Plan in this way will always be reviewed as part of the annual review process. If this discretion is abused, any member of staff or any pupil / parent may refer the matter under the TCAT Whistleblowing Policy.

The Curriculum and Data Operations Manager may also make factual changes to this Contingency Plan without consultation with governors. This may include, but not limited to, changes in personnel or changes to systems or services that would be utilised in the event of disruption. Factual changes can only be made without ratification where they do not alter the meaning of the Contingency Plan.

2. Communications

It is paramount for communications to be maintained throughout the academic year in relation to the preparation for, or conduct of, examinations at the centre.

All staff involved in the examinations process should exchange personal contact details so that they can be contactable if the school's IT systems are lost. The staff involved in the examinations process includes, but is not limited to:

- Principal (Head of Centre)
- Vice Principal (Curriculum) (SLT Lead)
- Operations Manager
- Curriculum and Data Operations Manager
- Exam Assessment Administrator

- Site Manager
- IT Technicians
- Invigilators
- Subject Teachers (for non-examination assessments)

Communications with parents will be maintained by using the Arbor Communication Module to send emails, send in-app messages to the Arbor Parent App, or to send text messages. Annual and termly data collection exercises take place in line with the Pupils Record Management Policy to ensure that up-to-date contact details are recorded on the system. Where Arbor is unavailable, or to supplement the Arbor Communications Module, it may be appropriate for communications to be maintained using the school's social media channels and website.

Internal communication will ordinarily be maintained by email. Where the email system fails, alternative communication methods will be sought, such as personal communication devices. Additionally, the exams office has a direct telephone line, which will allow exams office staff to maintain telephone communications with external contacts where internal systems have failed.

If the Exam Contingency Plan is invoked, the relevant Awarding Organisations must be contacted at the earliest opportunity.

The Curriculum and Data Operations Manager will be the main point of contact with the Awarding Organisations and will also be listed as the 'Senior Designated Contact' for emergency request from Awarding Organisations. Their personal mobile phone number will be provided for use as part of the contingency plan.

3. Related Policies

The Examination Contingency Plan should be read in conjunction with the Penketh High School Business Continuity Plan, which provides further detail of the protocols and procedures to be followed in the event of an 'emergency' or 'major incident'.

4. Potential Major Disruptions

Disruption to the staff involved in the examinations process (General Principles)

Criteria

- The Curriculum and Data Operations Manager or Exam Assessment Administrator are absent for an extended period.
- The Curriculum and Data Operations Manager or Exam Assessment Administrator leave.
- The SENDCO / Assessor is absent for an extended period.
- The SENDCO / Assessor leaves.
- The Head of Centre or SLT Link are absent or otherwise unavailable.
- Invigilators are unable at short notice, become ill during the exam or do not report for duty.

Action

- A team-based approach will be used to ensure that more than one person is aware of the processes to be completed in the absence or departure of one or more colleague.

- This policy documents the school's policy, processes and procedures that are to be followed in relation to exams and can be used to guide colleagues required to deputise for absent staff.
- Subject Leaders will complete and return an Exam and Curriculum Planning Document each year which will collate information on qualifications currently being delivered with intended entry points, which can be used to inform strategic planning for exam preparation and the coordination of Access Arrangements.
- An annual calendar will be created, using the school's overview, to identify essential tasks, key dates, and deadlines.
- All information relating to the examinations process will be made available on the shared network, with the appropriate security restrictions, so all appropriate colleagues can access it.
- The school will undertake regular workforce planning exercises to identify where staffing changes are likely to occur and ensure appropriate succession planning is implemented.
- Where a vacancy arises, this will be advertised at the earliest opportunity to ensure a successor can be appointed and inducted, preferably with a handover period, but in all circumstances to ensure there is continuity of office. Where an in-person handover is not possible, detailed notes will be left by the outgoing postholder for the incoming postholder.

Disruption to the staff involved in the examinations process (Exams Office Staff)

Action

- Job Descriptions will be detailed and kept up to date, so colleagues are aware of how tasks are delegated within the team.
- The Careers, Enrichment and Data Administrator has responsibility outlined in their Job Description to providing additional capacity to the Examinations Department during peak periods to ensure the smooth preparation and running of all examinations, and to provide support to the Examinations Department as part of the Contingency Plan, including acting as a key holder to the secure storage
- Where necessary, the Exams Office may prepare a set of training notes to support with the completion of tasks in the absence of a member of the team.
- Appropriate training and CPD will be made available to Exams Office Staff and invigilators to ensure they can discharge their duties effectively despite the absence of line managers / senior colleagues.
- Regular Team Meetings between the Curriculum and Data Operations Manager and Exams/Assessment Administrator will ensure both colleagues are aware of the current situation regarding particular tasks or issues.
- The Head of Centre and SLT Lead will have an overview of the school's examinations process, so they are able to support if necessary.
- Where both the Curriculum and Data Operations Manager and the Exam Assessment Administrator are absent concurrently, third-party support will be requested from the following:
 - TCAT Schools and Central Team – to share Exams Office and Arbor Staff to support key processes.
 - Invigilators – to highlight and support school-specific operations.

These colleagues will be able to use this policy and other associated documentation described above to support the delivery of examinations.
- Where the Curriculum and Data Operations Manager or Exam Assessment Administrator are unable to come to work, but are still 'fit to work', they will continue to support the examination arrangements remotely. Appropriate IT support will be provided to facilitate this.
- Additional hours may be negotiated, where appropriate, with Exams Office staff or the casual invigilation staff to ensure pupils are not disadvantaged by administrative errors in accordance with the regulations.

Disruption to the staff involved in the examinations process (Invigilators)

Action

- Sufficient external invigilators should be recruited and trained for the examination series to ensure there are sufficient invigilators with some additional capacity. The required number will be identified at the outset of the year based on numbers required for mock exams, additional invigilation (i.e., alternate rooming arrangement or alternate site arrangements). This can then be used to identify if additional recruitment is required which will be undertaken as soon as possible in the year.
- Ongoing training will take place across the year to ensure the team are kept up to date with regulations and key operational information. Invigilators will be recruited early enough in the year to ensure training can take place in a timely manner. Training will also be scheduled early in the academic year to ensure invigilators are aware of the latest changes to JCQ Regulations or local policy.
- Where we are suddenly short of invigilators, support staff may be seconded to invigilate.
- Where required, additional hours will be negotiated for the mandatory training.

Disruption to the staff involved in the examinations process (SENDCO / Assessor)

Action

- The SENDCO is supported by a Deputy SENDCO who will have an overview of pupils in the school and the access arrangements they are entitled to or may be entitled to, subject to formal testing by the SENDCO.
- Data is collected from Primary Schools to identify where access arrangements were utilised during KS2 SATS. Whilst this does not guarantee the arrangements will continue into Year 7, this information will be used to prioritise where testing may be required.
- EXACT testing, used to screen all candidates to identify who may need formally testing, will be conducted at the start of Year 7 and the start of Year 9, to promote the early identification of pupils who may need access arrangements.
- To minimise disruption due to the absence of the SENDCO, applications will usually be made at the end of year 9. These are valid for 26 months and provides additional time to resolve applications prior to candidates sitting their first exams.
- Where the SENDCO is absent and applications have not been made or new candidates are identified as needing support, the Exams Office will liaise with the Assistant Principal for Learning to Learn and/or the Deputy SENDCO to ensure all candidates have been identified from the EXACT screening or from concerns raised by teaching staff. The Principal will then liaise with other schools within the trust to identify an Assessor with capacity to support the formal testing process. The Centre will agree to any recharges from the trust to facilitate the release of an Assessor from another school. The Exams Office will then work with the trust-appointed Assessor to process any applications required in the usual way.
- The centre may consider training an additional assessor to provide additional capacity as the school continues to grow.

Disruption to the staff involved in the examinations process (Head of Centre / SLT Link)

Action

- The Exams Office will work closely with the SLT Link for Exams and the Head of Centre to ensure all parties are kept up to date with key information.
- The Exams Office will be given the resources and capacity to act in the absence of one or both senior leaders for short periods of time.

- In the absence of either the Head of Centre or SLT link, matters can be escalated to the other senior party.
- In the absence of both the Head of Centre and SLT Link, matters can be escalated to the Senior Leader in charge as identified by the Business Continuity Plan.

Disruption of teaching time in the weeks before an exam where the centre is closed, or candidate(s) are unable to attend for an extended period

Criteria

- The centre is closed.
- One or more candidates are unable to attend for an extended period during normal teaching time.

Action

- The centre remains responsible for the preparation of candidates.
- For modular courses (such as BTECs, Cambridge Nationals, etc.), it may be appropriate for candidates to defer the entry of their examination or non-examination assessment to the next opportunity, where this can be facilitated prior to the completion of the course.
- Where there is no opportunity to defer entry, for example if the pupil has reached the end of their course or the course is linear, it may be appropriate to consider applying for Special Consideration, where this is appropriate, and the candidate's disadvantage can be appropriately evidenced in accordance with the regulations.
- Where pupils are unable to attend school but are 'fit to study', for example during a closure of the centre, teaching staff will be responsible for sending work home. Where a small cohort is affected, it may be appropriate for work to be posted home, emailed home, or collected by parents. Where a larger cohort is affected, it may be appropriate for work to be emailed to pupils on the student email system or uploaded to Microsoft Teams for pupils to access online.
- For Non-Exam Assessment components, it may be possible (subject to specific subject regulations and security controls) to continue assessment through remote means. Where this is the case, the subject teacher is expected to take additional care in ensuring the work submitted is authentic and not completed with unauthorised support.
- The Exams Office will attend Pastoral Network Meetings, timetabled each half term by the Vice Principal (Pastoral) to maintain awareness of individual candidate needs to allow for early identification of additional support required to deliver examinations and assessments in line with the appropriate JCQ, Awarding Organisation and subject-specific regulations.
- If a candidate is unable to attend the centre, it may be appropriate to explore a transfer of candidate or an alternate site arrangement.

Disruption of teaching time in the weeks before an exam because of individual teacher absence

Criteria

- A member of teaching staff responsible for preparing a class for an examination or assessment is absent for an extended period owing to sickness or other incapacity.
- A member of teaching staff responsible for preparing a class for an examination or assessment leaves mid-year.

Action

- The centre remains responsible for the preparation of candidates.

- Where a member of staff is absent for longer than three school days, it is a legal requirement to recruit a subject specialist.
- Where it is known that the teacher will be absent for an extended period, it may be appropriate to consider re-timetabling the classes onto another member of staff. This will always be done on a case-by-case basis in consultation with the Vice Principal (Curriculum), the Subject Leader and the colleagues who will be impacted by the timetable changes, within the broader constraints of the curriculum.
- Where a Subject Leader is absent, appropriate communications will be established with the nominated second-in-department / acting head of department to ensure that administrative process is not impacted. These staff will be provided additional time to ensure these processes are completed effectively and efficiently. Additional support will be provided by the Curriculum and Data Operations Manager to ensure there is no inadvertent malpractice or maladministration from staff who may be inexperienced in completing these processes.
- For Non-Examination Assessment Components, the Curriculum and Data Operations Manager will have strategic overview of the work being completed, based on the returned Exam and Curriculum Planning Documents, and will ensure the work is completed, including making arrangements for the supervision of work being completed, and the submission of work to awarding organisations. Where required, the assessment of work will be undertaken within the department. Where the school is unable to facilitate this due to there being no other subject specialist in school, the Vice Principal (Curriculum) will work with other schools across the trust to obtain support with assessing the work prior to submission.

Disruption to the delivery of examination materials

Criteria

- Examination materials are not received in time for the assessment.
- Pre-release materials are not received by the date to be made available to teachers/candidates.

Action

- Exam materials will be checked in by the Curriculum and Data Operations Manager and Exam Assessment Administrator on arrival, and the papers received will be compared to the entries made to identify any discrepancies.
- Where materials have not been received five school days (two school days for NCFE) before the scheduled assessment, the Awarding Organisations will be contacted to discuss the situation.
- Where the examination is to proceed to the original timetable, it may be necessary to request an electronic copy of the examinations paper so the centre can print our own copies in accordance with the appropriate regulations. The Reprographics Officer will ensure that there are sufficient reprographics supplies to facilitate this if appropriate.

Disruption to the dispatch of completed examination materials

Criteria

- Completed examination materials on the Yellow Label Service not collected by Parcelforce.
- Strike action / other disruption to Parcelforce or other courier services (for non-Yellow Label Service dispatches).

Action

- Where the centre is unable to dispatch completed examination materials, they will be retained in secure storage until the centre is able to securely dispatch the materials.
- The centre will explore other couriers to dispatch materials within a timely manner.
- In the event that the disruption lasts more than 24 hours, the Awarding Organisations will be contacted to discuss alternate solutions to the return of completed examination materials.

Disruption to the examination rooms being used by the centre

Criteria

- An examination room is unavailable because of a break-in, fire, or other natural disaster.

Action

- Sufficient rooms will be booked prior to the examination series to ensure that candidates can be re-seated if necessary and appropriate.
- Exam rooms will be locked when not in use and regular checks will be conducted by the Exams Office, in conjunction with the Site Team, to ensure that there are no security risks or other damage that may prevent the room being used.
- Where a room is unable to be used, all resources will be put into place to ensure the room can be returned to use as soon as possible.
- In the event a smaller examination room is unavailable or there is a small cohort expected to sit the examination, an alternative room will be prepared for use for that examination. Additional hours may be negotiated with Exams Office Staff or the casual invigilation staff as required so the room(s) can be prepared and made compliant with the regulations and so candidates are not disadvantaged by administrative errors.
- Where the Sports Hall is unavailable and there is a large cohort expected to sit the examination, alternative rooms will be sought in the school. It may also be appropriate to consider relocating part of the cohort to a different venue or school. Support in sourcing an additional venue will be arranged through Adrienne Laing, TCAT Operations Director, who should be able to support in providing venues at neighbouring schools within the Trust. This will be done in consultation with the Awarding Organisations.
- Where appropriate, applications for Special Consideration should be made.

Disruption to the IT Systems required for the administration or conduct of an examination or assessment

Criteria

- The loss of assessment materials stored on the IT System.
- The failure of the IT Network.
- Power cuts.
- Cyber Attacks.
- The above criteria may be met either accidentally or by malicious intent.

Action

- TCAT has received Cyber Essentials accreditation and, consequently, the school complies with all JCQ Regulations in relation to cyber security.
- TCAT have developed a Password and Cyber Security Policy which details the importance of strong passwords, Multi-Factor Authentication, account lockout rules and the review of account access

and permission for staff when roles change, or they leave the school. Staff are asked to read this policy during the September INSET day.

- Staff also receive online training from the National Cyber Security Centre relating to Cyber Security which includes password security, social engineering and phishing attempts.
- Staff delivering Non-Examination Assessments will receive training on password security and phishing during the NEA Induction each September.
- Multi-Factor Authentication is enabled for the school's MIS, email system and (where available) other third-party sites.
- The IT Technicians receive notifications from Office 365 where passwords may have been exposed. Where a colleague's password is exposed, they will be immediately asked to change all passwords.
- Network accounts are locked out after ten failed password attempts. These can be recovered by the IT Technicians.
- Third-party systems are subject to Data Protection Impact Assessments. Third-Party systems, including any connections to the school network or MIS, are regularly reviewed to assess current need and terminated if no longer required.
- The IT Technicians have firewalls in place to prevent any threats from accessing the system.
- The IT Technicians have anti-virus software installed on both Cloud-Based servers (prior to any viruses hitting our local systems) and at onsite server / PC-level to detect and remove any viruses.
- Regular backups are scheduled on the system to take two copies of the network which can be restored immediately following the loss of the system. One copy is stored on site and a second copy is stored remotely.
- Where a candidate's work is lost or corrupted, the IT Technicians will attempt to recover the latest version from backup.
- Paper-based information should be printed and shared with the relevant stakeholders at the earliest opportunity to minimise the disruption caused by 'last minute' systems failures. This also means that any necessary amendments can be made in good time to safeguard against staff absence.
- Appropriate security measures will be imposed on the system. Pupils completing assessments will use restricted IT accounts to prevent plagiarism and unauthorised access. Secure materials will be stored in folders with restricted permissions. This will prevent unauthorised access to materials.
- Where Arbor is lost or corrupted, a support call will be logged with Arbor to recover the system from backup. Where the submission of entries or download of results might be delayed by the loss of Arbor, the Awarding Organisations will be contacted to negotiate an extension to the entry deadlines or alternative provision for entries to be made / results to be downloaded.
- Where the IT systems fail, the IT Technicians will attempt to restore the systems as soon as practically possible. Alternative systems will be made available to Exams Office Staff, such as local logins to Network PCs or laptops so work can continue using the backup of the Exams Restricted Access folder stored on the pen drive in the safe. Where assessments are due to take place which require computer systems, such as Non-Examination Assessments or on-screen tests, these may be rescheduled within the constraints of the regulations. Where it is not possible to reschedule the session, advice will be sought from the Awarding Organisation and special consideration applied for.
- Where there are power cuts and where assessments are due to take place which require computer systems, such as Non-Examination Assessments or on-screen tests, these may be rescheduled within the constraints of the regulations. Where it is not possible to reschedule the session, advice will be sought from the Awarding Organisation and special consideration applied for.
- Any actual or suspected compromise to a school system, where there is any risk to the conduct of an exam, assessment, or the security of confidential information relating to exams, will be reported to the relevant Awarding Organisation immediately.

Disruption to pupils arriving at school to complete the examination or assessment

Criteria

- Medical problem resulting in candidate admitted to hospital or housebound.
- Significant adverse weather prevents candidates arriving at school.
- Significant transport problems prevent candidates arriving at school.

Action

- Where a candidate is admitted to hospital or is housebound but remains 'fit to sit' the examination or assessment, it may be necessary to negotiate with Awarding Organisations to arrange for an individual candidate to sit the examination off site. Arrangements will be made within the constraints of the regulations and in consultation with the Awarding Organisation to ensure the integrity of the examinations process is maintained.
- Where significant adverse weather or transport problems prevent candidates arriving at school, it may be necessary to delay the start time of the examination. Candidates will be calmed and reassured prior to entering the exam room. Additional alternate rooms might be required so candidates can sit the examination in a quiet environment without being disrupted in the Sports Hall.
- Where a candidate is stranded, it may be appropriate for two members of staff to collect them, so they are able to arrive at school for the examination.
- Where a candidate arrives 'very late', the appropriate paperwork will be submitted to the Awarding Organisation.
- Where appropriate, special consideration should be applied for.

Disruption to the centre resulting in the centre being unable to open during the examination period (Localised Disruption)

Criteria

- School closed because of a localised Public Health outbreak.
- School closed because of staffing issues.
- School closed because of local health and safety issues.
 - It should be noted the school has been assessed and does **NOT** contain any Reinforced Autoclaved Aerated Concrete (RAAC).
- School closed because of systems failures.
- School closed because of other local issues.

Alternate Venue

- Penketh High School has an agreement with the Headteacher of Great Sankey Primary School, Liverpool Road, Great Sankey, Warrington, WA5 1SB. Their telephone number is 01925 728 176.
- This venue is located 0.125 miles in a straight line, and pupils can be walked to this venue in 8 minutes.

Action

- To ensure the validity of assessment can be maintained, pupils will have the opportunity to complete a set of mock exam papers during:
 - Y10 Summer Term
 - Y11 Autumn Term
 - Y11 Spring Term

to ensure there is evidence which can be used to assess candidates in the event examinations are cancelled at a local or national level. These assessments will be:

- Full or partial GCSE examination papers, which are closed book and not shared with candidates in advance of the assessment.
- Completed under full examination conditions (JCQ Regulations), including the use of Access Arrangements.
- Marked using the official awarding organisation-published mark scheme.
- Retained within the centre, either digitally or physically.

For non-examination assessments components, assessment will take place at appropriate and regular intervals to ensure as much of the course is completed as possible to ensure accurate assessment of candidate's performance.

- Where the school is closed because of a localised Public Health outbreak, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at Great Sankey Primary School.
- Where the school is closed because of staffing issues, the Exams Office will assess whether sufficient staff / invigilators can still arrive at school for the examination to take place as normal. Where this cannot be maintained, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at Great Sankey Primary School.
- Where the school is closed because of health and safety issues, the Exams Office will assess the extent to which the health and safety issues will affect the ability for the assessment to take place as scheduled. Where the issues do not impact on the exams office and assessment areas being used, the assessment will take place as scheduled. Where this is not the case, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at Great Sankey Primary School.
- Where the school is closed because of systems failures, the Exams Office will assess whether sufficient systems remain intact for candidates and staff to come on site without compromising health and safety or safeguarding commitments. Where this is not the case, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at Great Sankey Primary School.
- Where the school is closed because of other local issues, the Exams Office will assess the situation and proceed accordingly.
- In any event, communication with staff and candidates will be maintained using the procedures established in the *Communications* section.
- In any event, appropriate special consideration applications will be made.

Disruption to the centre resulting in the centre being unable to open during the examination period (National Disruption)

Criteria

- School closed because of a national public health outbreak.

Action

- To ensure the validity of assessment can be maintained, pupils will have the opportunity to complete a set of mock exam papers during:
 - Y10 Summer Term
 - Y11 Autumn Term
 - Y11 Spring Term

to ensure there is evidence which can be used to assess candidates in the event examinations are cancelled at a local or national level. These assessments will be:

- Full or partial GCSE examination papers, which are closed book and not shared with candidates in advance of the assessment.
- Completed under full examination conditions (JCQ Regulations), including the use of Access Arrangements.
- Marked using the official awarding organisation-published mark scheme.
- Retained within the centre, either digitally or physically.

For non-examination assessments components, assessment will take place at appropriate and regular intervals to ensure as much of the course is completed as possible to ensure accurate assessment of candidate's performance.

- The actions for this disruption are intentionally non-prescriptive so the Exams Office can respond as appropriate to the published guidance.
- The Exams Office will liaise with the Head of Centre and Vice Principal (Curriculum) to interpret the latest guidance from the Department for Education and Ofqual and respond accordingly.
- In such scenarios, it is likely that home working will be promoted and, where possible, the school will promote this for staff. This may include making provision for Exams Office staff to be access the Remote Desktop Server so they are able to access confidential documents stored on the school network which should not be removed from the school network.
- Where appropriate, Exams Office staff may be required to attend work to complete essential tasks that cannot be completed from home. Where this is required, appropriate steps will be taken to implement government guidance on safe working.
- In any event, communication with staff and candidates will be maintained using the procedures established in the *Communications* section.
- In any event, appropriate special consideration applications will be made (where applicable within the guidance provided by the Department for Education and Ofqual).

Disruption to the completion or assessment of internal assessment / non-exam assessments

Criteria

- Assessments not completed by the appropriate deadlines.
- Absence of staff responsible for marking assessment.
- Overreliance on Artificial Intelligence in assessing formative work to the extent the teacher is unable to authenticate summative assessments.

Action

- The Curriculum and Data Operations Manager will conduct an induction session for staff leading Non-Examination Assessment components on the September INSET days. This will set out the regulations and key administrative processes, such as deadlines for candidates to submit work, appeals and submission of marks/samples. A schedule of deadlines will be circulated in September, so staff are aware of the latest dates for the completion of each task.
- The induction process will also cover the prohibition of using Artificial Intelligence in assessing summative assessment and the requirement to be able to authenticate candidate's work. Staff will be instructed to ensure they complete regular formative assessments, so they are able to effectively gauge the candidate's usual standard of work.
- Staff will be instructed and supported to schedule assessments as early as possible so there is additional time built in for minor disruption(s). Staff who still struggle to meet submission deadlines will be supported in rescheduling future assessments to ensure they are completed more efficiently and with enough time to complete administrative processes.
- The Curriculum and Data Operations Manager will have strategic overview of the work being completed, based on the returned Exam and Curriculum Planning Documents. The Curriculum and Data Operations Manager will lead on the scheduling of internal assessment periods and

submission of marks/samples to ensure they are compliant with Awarding Organisation processes and deadlines.

- Where a subject teacher raises a concern regarding the ability to complete work by the deadline, additional time may be afforded to them to complete the assessment.
- Ensure that additional members of staff are suitably trained and qualified to assess internal components so that unmarked assessments can be reallocated. Where there are no other appropriate members of staff in school, alternative arrangements will be made within TCAT if appropriate and available.
- Advice will be sought from Awarding Organisations to request an extension or to submit the unmarked assessment.

Disruption to the distribution of results on results day and post-results services

Criteria

- The centre is unable to open on the restricted release day or results day for the download or release of results.
- System failures prevent the Exams Office from downloading or releasing the results.

Action

- Where the Exams Office is unable to download the results onto Arbor on restricted release day, the Exams Office will download 'Statement of Results' from each Awarding Organisation's secure website. This may be done using laptops, phone hot-spotting (for Wi-Fi connection) and USB connections to printers. This will be done in a way that maintains the security of the results prior to 08:00 on Results Day and in accordance with the TCAT GDPR Policy. These will then be collated for candidates.
- Where the centre is unable to open on Results Day, results may be made available to candidates at an alternative venue. An alternate venue will be located and negotiated in conjunction with the TCAT Operations Director. This will be communicated with candidates using the methods identified in the *Communications* section.
- Information on post-results services will be printed and shared with candidates when they collect their results. Information will also be shared electronically by email and posted on the school website.
- Post-results services will be applied for as early as possible to ensure the deadline is adhered to. If the application is being made near the deadline and is unable to be processed through the normal portal, Awarding Organisations will be emailed to make them aware of the issue and the forthcoming request. This will allow them to process the request manually or allow an extension when normal services have resumed.