

Stretford High School



EXAMS POLICY 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward & R Kidd
Senior leader(s)	R Kidd
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Purpose of the policy

The centre is committed to ensuring that the examinations and assessments management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This policy will ensure that:

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

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

Roles and responsibilities overview

(GR 2)

The **head of centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/ assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting published JCQ regulations and awarding body requirements.

The examinations officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The head of centre cannot also be the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

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

Head of centre responsibilities

(GR 1)

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of the current [General Regulations for Approved Centres \(GR\)](#) booklet. In particular, heads of centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

(ICE Introduction) **It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the [Instructions for conducting examinations document](#).** Failure to do so may constitute malpractice as defined in the JCQ document [Suspected Malpractice: Policies and Procedures, 1 September 2025 to 31 August 2026](#).

(GR 5.1)

The head of centre must ensure:

- compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. registrations, entries, learner claims, centre-assessed marks or modified papers
- all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

Head of centre

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
 - *A guide to the special consideration process (SC)*
 - *Access Arrangements and Reasonable Adjustments (AARA)*
 - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
 - *Guidance for centres on cyber security*
 - *Instructions for conducting coursework (ICC)*
 - *Instructions for conducting examinations (ICE)*
 - *Instructions for conducting non-examination assessments (GCE and GCSE specifications) (NEA)*
 - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) (NEA VTQs)*
 - *Notice to Centres – Informing candidates of their centre-assessed marks*
 - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
 - *Suspected Malpractice – Policies and Procedures (SMPP)*
- Ensures the centre has appropriate accommodation at the registered address to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including the assessments or the administration) at the centre:
 - maintains oversight of, and responsibility for, the delivery and administration of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a robust written agreement with the third party (unless exclusions apply), that includes provisions which ensure that qualifications are delivered in a way that complies with their agreement with the awarding body, to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
 - monitors delivery by the third party to maintain compliance with the published JCQ regulations and awarding body requirements, ensuring the security and integrity of examinations and assessments
 - ensures sufficient managerial and other resources are in place to resolve any issues
- Ensures that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see **National Centre Number Register and other information requirements** section)
- Ensures that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack

- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

Resilience and contingency arrangements

(GR 3.16-19)

The centre must ensure they are familiar with the regulators' guidance and/or awarding body guidance on ensuring resilience in the qualifications system. Centres should consider putting in place a process for gathering and securely retaining evidence of candidate performance in line with the published guidance.

In the unlikely event that the government determines that examinations cannot go ahead, the centre will need evidence of candidate assessment performance, such as mock examinations, to enable alternative methods of awarding grades.

Process for gathering evidence of candidate assessment performance

Centres in England refer to the document published by Ofqual:

[Guidance on collecting evidence of student performance to ensure resilience in the qualifications system - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-on-collecting-evidence-of-student-performance-to-ensure-resilience-in-the-qualifications-system)

[Ensuring the resilience of the qualifications system: Guidance on the collection of evidence of student performance for General Qualifications](https://www.gov.uk/guidance/ensuring-the-resilience-of-the-qualifications-system-guidance-on-the-collection-of-evidence-of-student-performance-for-general-qualifications)

The centre must have an up to date written contingency plan.

The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo, examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding, which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems.

As part of its contingency plan the centre must identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. The centre must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

Cyber security

(GR 3.20-21)

The head of centre must ensure there are procedures in place to maintain the security of user accounts by:

- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training

The training must include:

- the importance of creating strong, unique passwords for all accounts
- keeping all account details strictly confidential
- the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access
- how to properly set up and use MFA for both centre and awarding bodies' systems
- an awareness of all types of social engineering/phishing attempts
- the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

Certificates of completed staff cyber training must be downloaded and held on file for inspection.

- developing and maintaining a comprehensive cyber security policy for the centre
- implementing and enforcing robust security measures, including:
 - mandatory MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data
 - regularly reviewing and updating security settings to align with current best practices
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

Cyber security policy

Appendix 1

It is the responsibility of the **head of centre** to ensure that the centre:

Recruitment, selection, training and support

(GR 5.3)

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other appropriate resources, to undertake the delivery and administration of the qualification and assessments as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
The centre's contingency planning must include succession arrangements for members of staff involved in examination and assessment administration.
- Provides fully qualified teachers/assessors for the verification and marking of centre-assessed components
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leader(s), teachers, the examinations officer (EO) and the SENCo (or equivalent role) to receive appropriate training and support to facilitate the effective delivery of examinations and assessments within the centre and ensure compliance with the published JCQ and awarding body regulations
- Ensures the SENCo, the centre's appointed access arrangements assessor and the examinations officer undertake regular CPD, such as attending an annual update course
- Ensures that the SENCo understands the JCQ document [Access Arrangements and Reasonable Adjustments](#) and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer understands relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation (This will ensure the examinations officer and the SENCo are supported as well as ensuring effective centre decision making in line with the published regulations)
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

External and internal governance arrangements

(GR 5.3)

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent

Escalation Process

Appendix 2

- Has in place a member of the senior leadership team who has a good working knowledge of the examination system, will provide effective line management support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the exams officer
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments

Delivery of qualifications

(GR 5.3)

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

Public liability

(GR 5.3)

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

Conflicts of interest

(GR 5.3) See **Policies** below)

Controlled assessments, coursework and non-examination assessments

(GR 5.3)

- Has in place arrangements to co-ordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (This applies to both internal and private candidates)
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject-specific forms by the required date

Security of assessment materials

(GR 5.3)

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - o that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
 - o reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
 - o receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
 - o access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
 - o issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Provides candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

National Centre Number Register and other information requirements

(GR 5.3)

- Provides contact details as follows:
 - a physical address to which all examination and assessment materials will be despatched – this must be the registered address of the centre
 - a landline telephone number – this must be the number of the main office/ switchboard of the centre
 - a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as 'Yahoo', 'Hotmail' and 'Gmail' are not acceptable)
Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites
 - the name of the head of centre and their email address
 - senior designated contact details (this might include a personal mobile number and/or email address) (These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue)
- Completes the National Centre Number Register annual update by the end of October every year even if there are no changes to centre details
 - informs the National Centre Number Register Team immediately (email address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place (This must be on centre headed stationery which can be sent as an email attachment including the signature of the head of centre)
 - informs the National Centre Number Register Team (email address – ncn@ocr.org.uk) of any changes to relevant contact details no later than 6 weeks prior to moving to a new address or re-locating of the secure storage facility (This must be on centre headed stationery which can be sent as an email attachment)
 - informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
 - completes the National Centre Number Register Head of Centre Declaration by the end of October every year confirming they are aware of and adhering to the latest versions of the JCQ regulations
 - responds to any other reasonable requests made by the National Centre Number Register Team
- (GR 1.9) Understands that the responsibility for completing the Head of Centre declaration survey cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, the head of centre declaration and/or requests or actions raised by the JCQ Centre Inspection Service, will result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papersand ultimately, awarding bodies could withdraw their approval of the centre.

Centre inspections

(GR 5.3)

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation, an unannounced visit or any requests for information within the stipulated timeframe
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify themselves with a formal identity document and **must** be accompanied throughout their tour of the premises, including inspection of the centre's secure storage facility

Policies available for inspection

(GR 5.3)

- Has in place the following written policies for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:
 - a child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child Protection/Safeguarding Policy (Exams)

Appendix 3

Complaints Policy (Exams)

Appendix 4

GR (5.8) **Candidate information**

Conflicts of interest

(GR 5.3)

- Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
 - any members of centre staff who are taking a qualification at this centre which includes internally-assessed components/units*
 - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally-assessed components/units, **and**

maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments, either at this centre or other centres
 - centre staff are taking qualifications at this centre which do not include internally-assessed components/units*
 - centre staff are taking qualifications at other centres
- Retains records of all conflicts of interest, including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)
 - *Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:
 - proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
 - during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Conflicts of Interest Policy (Exams)

Appendix 5

Contingency Plan

Appendix 6

Data Protection Policy (Exams)

Appendix 7

GR (5.8) **Candidate information**

Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. This suggests that candidate consent should be sought to share results or other exams-related information with a third party.

Other legislation and guidance may need to be taken into account regarding sharing information with parents, as example information from the DfE for schools regarding parental responsibility and school reports on student performance:

- Understanding and dealing with issues relating to parental responsibility
www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
- School reports on student performance: guidance for headteachers
www.gov.uk/guidance/school-reports-on-student-performance-guide-for-headteachers

Publication of exam results

ICO (Information Commissioner's Office) [Schools, universities and colleges information and Exam results](#)

Equalities Policy

Appendix 9

GR (5.4) **Access arrangements and reasonable adjustments**

Internal Appeals Procedure

Appendix 11

GR (5.7) **Centre-assessed work**, (5.13) **Post-results services and appeals**

Malpractice Policy

Appendix 12

JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications**
(www.jcq.org.uk/exams-office/malpractice)

Information for candidates AI (Artificial Intelligence and assessments)
(www.jcq.org.uk/exams-office/malpractice)

Non-examination Assessment (including controlled assessments and coursework) Policy

Appendix 13

GR (5.7) **Centre-assessed work**, **NEA** (1)

JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications**
(www.jcq.org.uk/exams-office/malpractice)

Whistleblowing Policy (Exams)

Appendix 14

Access arrangements and reasonable adjustments

(GR 5.4)

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language and those with a temporary illness or injury
- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010[†], particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)
[†]or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect
- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate, such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and must be held on file for inspection)
- have a written process in place to check the qualification(s) of their assessor(s) and that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*

Malpractice

(GR 5.11)

The centre will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding immediately of any alleged, suspected or actual incidents of malpractice or maladministration involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the current JCQ document *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require
- (GR 6.2) Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*

Personal data

(GR 6.6, 6.8)

It is the responsibility of centres to inform candidates of the processing that the centre undertakes. For example, the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programs and data ("Student Materials"). Awarding bodies may use the Student Materials to evaluate candidates' performance in the relevant assessment. They may also use the Student Materials for other purposes as outlined in their privacy policies and in accordance with their terms. Candidates should be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Where a centre or third party is in possession of any Student Materials for the purposes of candidate assessment, the Student Materials will be held on behalf of the awarding body.

Exams officer (EO)

- Understands the contents of annually updated JCQ documents including:
 - [A guide to the special consideration process](#)
 - [General Regulations for Approved Centres](#)
 - [Instructions for conducting examinations](#)
 - [Post-Results Services](#) (PRS)
 - [Suspected Malpractice - Policies and Procedures](#)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by Cambridge OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October every year even if there are no changes to centre details, to confirm the centre's contact details or informs of any changes ((and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining internal records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials on the requirements for maintaining the integrity and security of confidential examination/assessment materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to current JCQ documents including:
 - *A guide to the special consideration process*
 - *Access Arrangements and Reasonable Adjustments*
 - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
 - *Guidance for centres on cyber security*
 - *Instructions for conducting coursework*
 - *Instructions for conducting examinations*
 - *Instructions for conducting non-examination assessments (GCE and GCSE specifications)*
 - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)*
 - *Notice to Centres – Informing candidates of their centre-assessed marks*
 - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
 - *Post-Results Services*
 - *Suspected Malpractice – Policies and Procedures*
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Special educational needs co-ordinator (SENCo)

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
 - [Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification (GR 5.4)
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s) and supporting evidence of need (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

Invigilators

- Attend/undertake training (on the current regulations), update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- Support the EO in the receipt and dispatch of confidential materials and follow the requirements for maintaining the integrity and security of confidential examination/assessment materials

Site staff

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

Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

The exam cycle

The exams management and administration process that needs to be undertaken for each **exam series** is referred to as the **exam cycle** and relevant tasks which need to be undertaken before, during and after an exam series grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Secure materials

Head of centre

(GR 3.6)

- Ensures the centre has a secure storage facility in a room solely assigned to examinations

(ICE 3.1)

The secure room and the secure storage facility

Question papers and pre-release materials issued by the awarding bodies must always be stored at the centre's registered address in a secure room with a secure storage facility, e.g. safe or security cabinet.

The secure room

The secure room must only be used for the purpose of administering secure examination materials.

Access to the secure room **must** be restricted to between two and six key holders, one of whom **must** be the exams officer. The two to six key holders **must** be permanent members of staff or members of staff who have a formal contract of employment and are subject to standard HR policies and procedures.

The secure room **must** be accessible throughout an examination series for the storage of question papers and be available for inspection.

The secure storage facility

Access to the secure storage facility **must** be restricted to between two and six key holders, one of whom **must** be the exams officer.

The two to six key holders **must** either be part of the exams team or the senior leadership team. A key holder from the exams team **must** be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures...

When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room **must** be closed.

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ documents including [GR](#), [ICE](#), [AARA](#), [SMPP](#), [ICC](#), [NEA](#) and [SC](#)

Exams officer

- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

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

- (where applicable to the role) Collects information on internal exams/assessments to enable preparation for and conduct of (insert the titles these internal exams/assessments are referred to in the centre)

Senior leaders

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

Access arrangements

Head of centre

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENCo (or equivalent role)

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Informs relevant candidates that an application for access arrangements will be processed using *Access Arrangements Online (AAO)*, complying with the UK GDPR and the Data Protection Act 2018
- Applies for approval using AAO via the Centre Admin Portal (CAP), where required or through the awarding body where any qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Head of centre

Controlled assessments, coursework, non-examination assessments and portfolios of evidence

(GR 5.7)

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single group for the moderation of centre- assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)
- Ensures only current assessment materials/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Before submitting marks to the awarding body ensures candidates are informed of their centre-assessed marks and allows a candidate to request a review of the centre's marking
- Ensures that all associated administrative tasks are completed in an accurate and timely manner, e.g. marks are correctly calculated, recorded and submitted by the published date (It is the responsibility of the centre to carefully check the marks it is submitting to an awarding body)
- Ensures submission of centre-assessed marks and moderation samples, if required by the awarding body, by the published date (It is the responsibility of the centre to ensure that moderators receive the correct samples of work to review)
- Ensures a written internal appeals procedure relating to internal assessment decisions is in place and ensures that details of this procedure are communicated, made widely available and accessible to all candidates
- Ensures a written policy regarding the management of non-examination assessments, including controlled assessments and coursework, which includes details on how candidates' work will be authenticated, is in place
- Ensures that where candidates' work is produced electronically it is backed-up and considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud (Implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks)

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering GCE & GCSE specifications and Vocational and Technical Qualifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff inform candidates of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place

- Ensure candidates are informed of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ [Information for candidates documents](#) that are annually updated

Invigilation

Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times
- Ensures that, wherever possible the following individuals are not assigned as invigilators during an examination: a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a learning support assistant who has supported one or more candidates.

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year.
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration or malpractice sanctions are applied to them.
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year, before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s).
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events.

Entries and registrations: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.6 Entries and registrations](#))

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met

Estimated entries collection and submission procedure

Estimated entries are collected from the MIS and submitted to exam boards via the secure websites.

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

Final entries

Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. registrations, entries, learner claims

Exams officer

- Requests final entry/registration information from HOD's in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs senior leaders of subsequent deadlines for making changes to final entry information without charge
- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with senior leaders final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the registration, entry and timely withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Final entries collection and submission procedure

Final entry information is provided by HOD's. A report is returned to them for a final check prior to submission to the Exam Boards. A copy of the submission is kept in the Exams File.

Senior leaders

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

Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

Senior leaders

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

Re-sit entries

Re-sit entries are made for vocational courses when requested by the HOD.

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- Confirm entry information is correct or notify the EO of any discrepancies

Pre-exams: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met (With reference to [GR 5.8 Candidate information](#))

Access arrangements and reasonable adjustments

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates with learning difficulties or disabilities, those for whom English is an additional language and those with a temporary illness or injury
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for them
- Ensures exam information (JCQ information for candidates documents, individual exam timetable, etc.) is adapted where this may be required for a candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Ensures the person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant (Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (such as a distance learner or a home educated student) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - o exam timetable clashes
 - o arriving late for an exam
 - o absence or illness during exams
 - o what equipment is/is not provided by the centre
 - o food and drink in exam rooms
 - o unauthorised items in exam rooms
 - o when and how results will be issued and the staff that will be available

- o post-results services information and how the centre will deal with requests from candidates
- o when and how certificates will be issued

Access to Scripts, Reviews of Results and Appeals Procedures

Appendix 20

Refer to [GR 5.13](#))

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Senior leaders

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

Exams officer

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

Internal assessment and endorsements

Head of centre

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENCo (or equivalent role)

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre-assessed marks prior to marks being submitted to awarding bodies

Senior leaders

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline (or delegates this task to relevant teaching staff)
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation arrangements

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a one-to-one basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/prompter/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

SENCo (or equivalent role)

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ Centre Inspections

Exams officer or **Senior leader**

- Will accompany the Inspector throughout a visit

SENCo (or equivalent role) or relevant **Senior leader** (in the absence of the SENCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates

Candidate Identification Procedure

Appendix 17

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

Invigilators

- Follow the procedure provided by the EO which details how the identity of all candidates sitting exams will be confirmed
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential exam materials are only handed over to authorised members of staff
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packaging and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)
A minimum of two and a maximum of six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.
- Ensures that the question paper is printed correctly, is of good quality and is collated in the right order

Reception staff

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

Teaching staff

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

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

SENCo

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

Site staff

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

Alternative site arrangements

Exams officer

- (Where/if applicable to the centre) Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site form online using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Transferred candidate arrangements

Exams officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams/assessments

Exams officer

- Prepares for the conduct of internal exams/assessments under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

SENCo (or equivalent role)

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.9 Conducting examinations and assessments](#))

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exam
 - Liaises with the SENCo to apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

Candidate Late Arrival Policy

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. This is entirely at the discretion of the centre. The centre must warn the candidate that the awarding body may not accept their script where they arrive very late for the examination.
- A candidate who arrives late and is permitted by the centre to sit the examination must be allowed the full time for the examination.
- For an examination of more than one hour, there is not a requirement to complete this form for those candidates who arrive within one hour of the awarding body's published starting time.
- For examinations of more than one hour, a candidate will be considered very late if they arrive more than one hour after the awarding body's published starting time for that examination.
- For examinations of less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the examination.
- Centres must submit this form online, using the Centre Admin Portal (CAP), to the appropriate awarding body within seven working days of the date of the examination concerned. CAP can be accessed via any of the awarding bodies' secure extranet sites.
- Centres must complete the following fields: Centre details, Candidate details, Awarding Body, Qualification, Exam Series, Subject or component code.
- Centres must complete the field headed 'Time candidate came under centre staff supervision'.
- In the field 'Reason for late arrival', centres should state precisely the nature of the circumstances resulting in the candidate's late arrival. Centres should give details of any special arrangements made for the candidate to reach the centre.
- In the appropriate fields, centres should state the actual time at which the centre started and finished the examination and the time at which the candidate concerned started and finished the examination.
- Centres must complete the field headed 'What assurances can you provide that the candidate did not access and was not made aware of the paper's content prior to sitting the exam'.
- Centres should attach to the form any evidence which indicates that the candidate was late for reasons beyond their control and/or which has given them the assurances detailed in point 11 above. This evidence may include statements (e.g. from the candidate, a parent, third parties), images (e.g. of traffic disruption) or other documents. 2
- The head of centre must be made aware of the need to submit the form and must authorise its submission. 14 Scripts must be sent to the awarding body/examiner in the normal way.

Conducting exams

Head of centre

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

Exams officer

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

Dispatch of exam scripts

Exams officer

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

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- Ensures question papers are always be kept in their sealed packets until the second pair of eyes check and log have been completed
- Ensures the second pair of eyes check takes place immediately before each question paper packet is opened in the designated examination room
- If the question paper packet needs to be split for different rooms on one or more sites or for an access arrangement, ensures the check takes place in the secure room
- Ensures unused question papers are not released to any individual until 24 hours after the awarding body's published finishing time for the examination (Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination)

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

Food and Drink Policy (Exams)

ICE (18)

- Staff involved in the exams process are aware of what is and what is not allowed and how this will be managed at the time of the exam
- Drink bottles must be transparent with all labels removed, which includes transparent, reusable plastic bottles.
- Food is only permitted in the exam room for special circumstances at the discretion of the centre.

Leaving the Examination Room Policy

Refer to [ICE](#) (section 23)

LEAVING THE EXAMINATION ROOM

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination.
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (See also Appendix 2: Advice regarding examinations which last for less than an hour.)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question.
- Candidates can only leave the examination room where necessary or where supervised rest breaks have been granted by the SENCo. The centre must ensure that candidates who leave the room do not have access to any unauthorised materials.
- Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence.
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room.
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room.
- Where examinations have been rescheduled in a morning or afternoon session, or deferred to the following morning, for one or more candidates, the question papers must not be released to members of centre staff: a. until the awarding body's published finishing time for the paper concerned; or b. until all candidates within the centre have completed the paper concerned.
- Scripts, question papers and any other material must not be removed from the examination room until all candidates have completed the examination.
- In cases where an examination has been moved from an afternoon session to a morning session due to a timetable variation (see paragraph 7.6), the invigilator must collect all question papers and pass all copies to the exams officer for return to the centre's secure storage facility. 52
- Upon completion of an on-demand BTEC examination, question papers must not be released to centre personnel and/or to candidates at any time. (This applies to both written and on-screen examinations.)

Roles and Responsibilities

Exams Officer

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

Invigilators

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question.
- Record instances on the exam room incident log/toilet break log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break.
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other

material before they leave the examination room. Ensure those candidates are not allowed back into the room.

- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room.

Invigilators will record all instances of candidates leaving the exam room temporarily on the incident form, except for when a candidate is on an agreed rest break. This must be recorded on a rest break form.

Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated
- Ensure a procedure is in place in case of an emergency evacuation (lockdown)

Emergency Evacuation Policy (Exams)

Appendix 22

Refer to [ICE](#) (25)

Lockdown Policy (Exams)

Incorporated in the Whole School Lockdown Policy

<https://stretfordhigh.com/aboutus/policies/>

Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

Invigilators

- Conduct exams in every exam room according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators

- Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Managing Behaviour Policy (Exams)

Appendix 19

[ICE \(24\)](#)

Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

Malpractice

See *Irregularities* above.

Special consideration

Senior leaders

- Support eligible applications for special consideration by authorising appropriate evidence

Exams officer

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

Special Consideration Policy

Appendix 19z

Candidates

- Provide appropriate evidence to support special consideration applications, where required

Results and post-results: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.12 Results](#), 5.13 **Post-results services and appeals**, 5.14 **Certificates**)

Internal assessment

Senior leaders

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

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

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

Results day programme

Results Day – 20 August 2026. Candidates will be contacted nearer the time with specific information.

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

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

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

Exams Officer

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre)
<https://check-your-performance-measures-data.education.gov.uk/hc/en-gb>

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Certificate Issue Procedure and Retention Policy

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how Stretford High issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

Stretford High will:

- obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates. (GR 5.14)
- distribute certificates to all candidates without delay and regardless of any disputes. (GR 5.14)
- not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)
- keep a record of the certificates that are issued. (GR 5.14)
- return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14) The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by the Exam Officer.

Arrangements for the issue of certificates

Candidates are informed of the arrangements for the issue of certificates in writing and via email communications

Where a student is unable to collect their certificates in person, and they do not wish for them to be posted, certificates may be collected by a third party on behalf of a candidate, providing written authorisation from the candidate has been received and a form of ID is presented.

Record of issued certificates

A record of certificates issued is kept by the Exams Officer – this record is kept for 4 years

Retention of certificates

Stretford High will:

- retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue. (GR 5.14)
- destroy any unclaimed certificates after retaining them for a minimum of 12 months. (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body. (GR 5.14)
- retain a record of certificates that have been destroyed for four years from their date of destruction. (5.14)
- inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14) The retention of unclaimed or uncollected certificates is managed by the Exam Officer.

Retention policy

All unclaimed certificates will be held in the centre's secure storage facility for 12 months from the date of issue.

After 12 months, all unclaimed certificates will be destroyed in a confidential manner.

A record will be kept by the exams officer of all unclaimed certificates that have been destroyed. This record will list the candidate number, the awarding body, the qualification(s) and the examination series and will be kept for 4 years from the date of destruction.

Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Exams review: roles and responsibilities

Exams officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

Senior leaders

- Work with the EO to produce a plan to action any required improvements identified in the review

Retention of records: roles and responsibilities

Exams officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exams archiving policy that identifies information held, retention period and method of disposal

Exams Archiving Policy

Appendix 8

Appendices

Appendix 1

CYBER SECURITY POLICY (Centre-wide & Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Governor(s)	Full Governors
Head of centre	N Doward
Senior leader(s) i/c exams	R Kidd
Exams officer	V Rogerson
Other staff	T Battersby

Purpose of the policy

At Stretford High, the confidentiality, integrity, and availability of our information assets, IT systems, and the personal data of students, staff, and stakeholders are of paramount importance.

This policy establishes our comprehensive cyber security framework, delineates the duties and accountabilities of all relevant parties, and ensures strict adherence to JCQ regulations, the Data Protection Act 2018, the UK General Data Protection Regulation, and the statutory guidance detailed in *Keeping Children Safe in Education*.

This Cyber Security Policy details the measures taken at Stretford High to mitigate the risk of cyber threats under the following sections:

1. Roles and responsibilities
2. Complying with JCQ regulations
3. Cyber security best practice
4. Account management best practice
5. Training

The senior leadership team recognises the need for staff involved in the management, administration and conducting of examinations to play a critical role in maintaining and improving cyber security at Stretford High. This includes ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training.

In addition to adhering to industry best practices, the following areas are addressed in this policy to ensure that members of the exams team protect their individual digital assets:

- Cyber Security Awareness and Training
- Device Security and Asset Register
- Creating strong, unique passwords
- Keeping all account details secret
- Enabling additional security settings wherever possible
- Updating any passwords that may have been exposed
- Setting up secure account recovery options
- Reviewing and managing connected applications
- Staying alert for all types of social engineering/phishing attempts
- Monitoring accounts and reviewing account access regularly

Scope

This policy applies to all staff who have access to Stretford High's IT systems and data, with particular focus placed upon those members of staff who are involved in the management, administration and conducting of examinations and assessments.

Review

A designated member of the Senior Leadership Team will carry out annual evaluation of this policy, incorporating updates as required to remain abreast of new technologies, threat developments, and industry best practices.

Upon completion of the review and any revisions, the policy will receive formal approval from [insert names of staff members].

1. Roles and responsibilities

Governors

- To oversee and review cyber security arrangements and policy compliance

Head of centre/Senior leadership team

- To provide overall responsibility for policy implementation and cyber security strategy
- To ensure that an up-to-date device security and asset register is maintained which details all computers, devices, and user accounts used for examinations and assessment administration. This ensures that all technology used is regularly reviewed, patched, and secured, thus reducing the risk of overlooked vulnerabilities being exploited
- To ensure that all devices are secured with up-to-date anti-malware and software updates
- To ensure that members of the exams team, supported/led by the IT team, adhere to best practice(s) in relation to:

- the management of individual/personal data/accounts
- centre wide cyber security including:
 - Establishing a robust password policy
 - Enabling multi-factor authentication (MFA)
 - Keeping software and systems up to date
 - Implementing network security measures
 - Conducting regular data backups
 - Educating employees on security awareness
 - Developing and testing an incident response plan
 - Regularly assessing and auditing security controls
 - Managing and reporting a cyber-attack which impacts any learner data, assessment records or learner work

IT Manager/Team

- To implement technical controls, monitor systems, respond to incidents, manage access and updates

Data Protection Officer

- To ensure compliance with data protection law, advise on data handling, and oversee data breaches

All staff

- To follow this policy, complete annual training, report incidents or concerns promptly within the centre

Exams officer/Exams assistant

- To ensure that they follow best practice in relation to the management of individual/personal data/accounts
- To provide evidence of an awareness of best practice in relation to cyber security as defined by JCQ regulations/guidance, including the completion of certificated, annual, up-to-date cyber security awareness training
- To undertake training on:
 - the importance of creating strong, unique passwords
 - keeping all account details secret
 - enabling additional security settings wherever possible
 - updating any passwords which may have been exposed
 - setting up/an awareness of secure account recovery options
 - reviewing and managing connected applications
 - awareness of all types of social engineering/phishing attempts
 - reviewing and monitoring account access on a regular basis

Students/users

- To follow this policy, complete annual training, report incidents or concerns promptly within the centre

2. Complying with JCQ regulations

The head of centre/senior leadership team at Stretford High ensure that there are procedures in place to maintain the security of user accounts in line with JCQ regulations (sections 3.20 and 3.21 of the *General Regulations for Approved Centres* document) by:

- Developing and maintaining this cyber security policy
- Ensuring that all members of centre staff who access awarding bodies' online systems undertake annual, certificated cyber security training which includes:
 - the importance of creating strong, unique passwords
 - keeping all account details strictly confidential
 - the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access

- how to properly set up and use MFA for both centre and awarding bodies' systems
- an awareness of all types of social engineering/phishing attempts
- the importance of staff quickly reporting suspicious activity, events and incidents
- Downloading and retaining certificates of completed staff cyber training on file
- Implementing and enforcing robust security measures, including:
 - mandatory Multi-Factor Authentication (MFA) for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data
 - regularly reviewing and updating security settings to align with current best practices
- Enabling additional security settings wherever possible
- Updating any passwords that may have been exposed
- Setting up secure account recovery options
- Reviewing and managing connected applications
- Monitoring accounts and regularly reviewing account access, including removing access when no longer required
- Ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security* (www.jcq.org.uk/exams-office/general-regulations), and that where necessary, they have access to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements
- Reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

3. Cyber security best practice

The head of centre/senior leadership team at Stretford High ensure that:

- Security measures are in place including:
 - Firewalls and network security controls
 - Anti-virus and anti-malware software on all devices
 - Regular software updates and patch management
 - Secure data backup and tested recovery procedures
 - Encryption for sensitive and personal data
 - Multi-factor authentication (MFA) for critical systems and remote access
 - Secure configuration and monitoring of cloud services (e.g., Office 365, Google Workspace).
 - Prompt removal of access for leavers
- They and all staff involved in the management, administration and conducting of examinations/assessments stay informed about the latest security threats and trends in account security.
- Staff within the exams team are educated on how to identify phishing attempts, use secure devices and how to protect systems and data by INSET and online training.

Best practice, advice and guidance from The Exams Office is observed for all IT systems, particularly those where learner information, learner work or assessment records are held.

The Exams Office training and guidance is followed at Stretford High which includes:

- Good practice in creating strong and unique passwords
- Account security: Keeping account details secret (including sharing passwords, remembering passwords and monitoring account access)
- Additional security settings (including, multi-factor/two-step/two-factor authentication, the security of confidential examination materials)
- Updating expired or exposed passwords
- Account recovery (including recovery options)

- Reviewing and managing connected applications (including reviewing and removing access, using a third-party or a cloud service, granting permissions, saving passwords, saving details on local web browsers, using a shared browser)
- Social engineering/phishing attempts (including suspicious emails and phone calls, sharing information, QR codes, phishing attempts, recovery plan)
- Monitoring and reviewing access (including suspicious, unusual or unauthorised activity, departing staff, levels of access, reviewing user accounts)

Exam specific guidance is also provided on each of the areas listed above

By adopting industry standard cyber security best practices, the head of centre/senior leadership team are significantly reducing the risk of cyber-attacks and protecting valuable data and assets within the centre.

If a cyber-attack which impacts any learner data, assessment records or learner work is experienced, the senior leadership team/exams officer will contact the relevant awarding body/bodies immediately for advice and support.

4. Account management best practice

Creating strong unique passwords

- For every account, users are instructed to use a strong unique password and that the same password is not used across any other account(s)

Keeping all account details secret

- Exams office staff are instructed never to share login/password details or additional factor/authentication codes with anyone else

Enabling additional security settings wherever possible

- All staff will follow awarding body two-step verification (2SV)/two-factor verification (2FA) or multi-factor authentication (MFA) wherever available/requested. Staff are made aware of the purpose of 2SV/2FA /MFA, which includes:
 - o adding a layer of account security
 - o helps to protect users if the extra steps/factors are protected

Updating any passwords that may have been exposed

- If it is believed that a password may have been exposed/become known to others, staff will inform their senior leader/line manager immediately
- Any exposed passwords will be changed as soon as possible, and the new passwords should not be shared with anyone
- Staff are instructed to use strong unique passwords (e.g. three random words) when changing passwords and that old passwords should not be reused nor should cycling through a small set of passwords across multiple accounts be used

Setting up secure account recovery options

- Staff are instructed to follow centre account recovery options which include: alternate email accounts or phone numbers protected by 2SV/2FA/MFA security measures.

Reviewing and managing connected applications

- Staff within the exams team will regularly review and remove access for third-party applications or services that no longer require access to accounts
- Staff will be informed that access should only be provided to trusted services
- Staff will be asked to be particularly cautious when interacting with content and services (e.g. quizzes, prize draws, surveys etc.)
- Staff will only grant permissions to required applications or the necessary access to allow them to function

- Staff will only download and install applications with established reputations from trusted sources
- Staff will not save passwords to local web browsers unless a secure password manager extension is used in a browser that requires unlocking (e.g. with another password) before the saved account details can be retrieved, however care will be taken to ensure that this is locked/signed out of after use
- When using a shared browser, staff will clear browser history and caches after use

Staying alert for all types of social engineering/phishing attempts

- Staff must take care if unsolicited or unexpected emails, instant messages, or phone calls are received asking for account credentials or personal or confidential information. Passwords and 2FA/MFA authentication codes should not be given out to anyone
- Staff are instructed that they should have a wariness of anyone or anything that seems to want to gain their trust, rush them into doing something or that just seems off, they should hang up/not reply and not click on links or take any action and check with a trusted party via a secure channel (i.e. call awarding body customer services via a known support number)
- Staff will never approve or authenticate a login request that they did not initiate
- Staff will not share codes/approve logins. Requests to share codes/approve logins should be treated with a high degree of suspicion
- Staff will not click on suspicious links, download attachments or scan QR codes from unknown sources
- The centre will provide exams team staff with a secure QR code scanner with a good reputation to help gauge whether a QR code is suspicious or malicious
- Staff will verify the authenticity of any communication by contacting the organisation directly through official known channels
- Staff will report any phishing attempts which reference awarding bodies/their systems to the awarding body concerned immediately

Monitoring accounts and reviewing account access

- Centre staff accounts will be routinely reviewed for any suspicious, unusual or unauthorised activity
- If any suspicious, unusual or potentially unauthorised activity on awarding body systems is observed this will be immediately reported to the relevant awarding body, particularly if it is believed that user account security may have been compromised
- Access control and permissions are based on job roles and reviewed regularly
- Levels of access for all exams team staff are reviewed regularly to ensure accounts have the minimum level of access required for their current role
- Accounts are promptly disabled when users leave
- Account activity is monitored and audited

5. Training

The head of centre/senior leadership team ensure that there are procedures in place to maintain the security of user accounts by ensuring that all staff who have responsibility for the administration or delivery of examinations complete annual cyber security training and annual refresher training with practical advice on protecting assessment systems and recognising attacks such as phishing or social engineering.

Records of cyber training are retained for all staff and are available for inspection

- On-line, annual training which is certificated by The Exams Office.

ESCALATION PROCESS

2025/26

This process is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	June 2027

Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Stretford High has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent.

This process confirms the main duties and responsibilities to be escalated.

This process also supports Stretford High being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities, such as the delivery of qualifications and the conducting of examinations and assessments.

Before examinations (Planning)

In the event of the absence of both the head of centre and the member of senior leadership with oversight of examination administration (R Kidd), responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to L Murton – Deputy Headteacher.

To support understanding of the regulations and requirements, the following JCQ documents will be referenced:

- A guide to the special consideration process
- Access Arrangements and Reasonable Adjustments
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Guidance for centres on cyber security
- Instructions for conducting coursework
- Instructions for conducting examinations
- Instructions for conducting non-examination assessments (GCE and GCSE specifications)
- Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)
- Notice to Centres – Informing candidates of their centre-assessed marks
- Plagiarism in Assessments – Guidance for Teachers/Assessors
- Suspected Malpractice – Policies and Procedures

Main duties and responsibilities relate to:

- Third party arrangements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Communication
- Centre management:
 - Recruitment, selection, training and support
 - External and internal governance arrangements
 - Delivery of qualifications
 - Public liability
 - Conflicts of interest
 - Controlled assessments, coursework and non-examination assessments
 - Security of assessment materials
 - National Centre Number Register and other information requirements
 - Centre inspections

Additional JCQ document for reference:

- o JCQ Centre Inspection Service Changes
- o Policies available for inspection

Specific JCQ documents for reference:

- o General Regulations for Approved Centres (5)
- o Instructions for conducting examinations (25)
- o Access Arrangements and Reasonable Adjustments (5)
- o Personal data, freedom of information and copyright

Centre-specific information for reference

All exam policies are uploaded to the website. Exam entry information is on Arbor (MIS) and in the Exams File in the Data Office.

Before examinations (Entries and Pre-exams)

In the event of the absence of both the head of centre and the member of senior leadership (R Kidd) with oversight of examination and assessment administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to L Murton-Deputy Headteacher.

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (5)
- Instructions for conducting examinations (1-15)
- Access Arrangements and Reasonable Adjustments (6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)

Additional JCQ documents for reference:

- o Key Dates
- o Guidance Notes for Transferred Candidates
- o Alternative Site guidance notes
- o Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work (including ensuring that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks, and ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)

Additional JCQ document for reference:

- o Guidance Notes – Centre Consortium Arrangements
- Candidate information

Additional JCQ documents for reference:

- o Information for candidates documents
- o Exam Room Posters

During examinations (Exam time)

In the event of the absence of both the head of centre and the member of senior leadership with oversight of examination and assessment administration (R Kidd), responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to L Murton – Deputy Headteacher.

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ document for reference:

- o Guidance Notes – Very Late Arrival

- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results)

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.18, 5.3)

In the event of the absence of both the head of centre and the member of senior leadership with oversight of examination and assessment administration (R Kidd), responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to L Murton – Deputy Headteacher.

To support understanding of the regulations and requirements, sections of relevant JCQ documents will be specifically referenced including:

- General Regulations for Approved Centres (5)

Main duties and responsibilities relate to:

- Results

Additional JCQ document for reference:

- Release of Results notice
- Post-results services and appeals

Additional JCQ documents for reference:

- Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

CHILD PROTECTION AND SAFEGUARDING POLICY

(Exams)

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Designated safeguarding lead	L Murton
Designated safeguarding lead (deputy)	S Davison
Exams officer	V Rogerson

Purpose of the policy

This policy details how Stretford High ensures that the moral and statutory responsibility to safeguard and promote the welfare of children is met in relation to the management, administration and conducting of examinations and assessments.

The policy also details how staff are trained and supported to be alert to, and report, the signs of abuse and neglect and how they will follow centre procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff associated with the management, administration and conducting of examinations and assessments at Stretford High

Stretford High ensures compliance with the statutory guidance for schools and colleges as set out in the Department for Education's [Keeping children safe in education 2025](#) publication.

Policy aims

- To provide all exams-related staff at Stretford High with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the commitment with regard to safeguarding and child protection to students/students, parents/carers and other partners when taking examinations and assessments at Stretford High
- To contribute to the wider centre Child Protection and Safeguarding Policy

Introduction

All staff involved in the management, administration and conducting of examinations at Stretford High are made aware of their safeguarding responsibilities. This includes raising awareness and understanding of the role played by these staff members in safeguarding and promoting the welfare of children whilst they are undertaking their examinations/assessments.

As part of the training given to staff involved in the management, administration and conducting of examinations/assessments, the following are highlighted as part of an induction/training programme:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from examinations, particularly on repeat occasions and/or prolonged periods
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
-

Section 1 – Roles and Responsibilities

Designated safeguarding lead (DSL) and Deputy DSL

Will take lead responsibility for child protection and safeguarding in relation to examinations and assessments. The DSL and Deputy will offer advice, support and expertise in all matters relating to child protection and safeguarding in relation to examinations and assessments.

Exams officer

Will support the DSL as directed, and undertake all relevant training.

Other exams staff (Exams Assistant & Invigilators)

Will undertake training as directed by the DSL, report child protection and safeguarding issues/concerns in line with centre processes/policy.

Teaching staff

Will ensure that where candidates are taking non-examination assessments, they will check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities.

Section 2 – Staff

Recruitment

Stretford High ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments. This is supported by the safer recruitment process which includes:

- completing an application form which includes their employment history and explains any gaps in that history
- providing two referees, including at least one who can comment on the applicant's suitability to work with children
- providing evidence of identity and qualifications
- verifying their professional qualifications, as appropriate
- carrying out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- asking for written information about previous employment history and checking that information is not contradictory or incomplete. We will seek references on all candidates who are offered employment and we will scrutinise these and resolve any concerns before confirming appointments.
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include:
 - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity
 - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children
 - ensuring that this member of staff has a subscription to the DBS Update Service (where relevant)
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders/governors and the exam officer if shortlisted.

DBS check information

All information on the checks carried out on those who are employed solely for the purpose of periodic exams-related activity, such as external invigilators/facilitators, will be recorded in the centre's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files.

Existing staff

If there are concerns about an existing member of staff's suitability to work with children, all relevant checks will be carried out as if the individual was a new member of staff. This action will also be taken if an individual moves from a post that is not regulated activity to one that is.

Anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult will be referred to the DBS:

- Where the 'harm test' is satisfied in respect of the individual (i.e., that no action or inaction occurred but the present risk that it could be significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009

- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency staff

Written notification will be obtained from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. A check will also be performed to confirm that the person presenting themselves for work is the same person on whom the checks have been made.

Section 3 – Supporting staff

All exams staff at Stretford High:

- are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding
- receive appropriate safeguarding and child protection training at induction/the centre's annual exam update training session. This training is regularly updated to include the most up-to-date guidance from the relevant authorities
- receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with the relevant skills and knowledge to safeguard children effectively. This includes updates on the centre's Child Protection and Safeguarding Policy by online training.

Section 4 – Areas covered

All exams staff will be trained/updated on the following areas to ensure that they are complying with the centre policy on child protection and safeguarding:

- Invigilation/facilitation and/or centre supervision with a candidate on a one-to-one basis
- Escorting a candidate to the toilet
- Dealing with a candidate who refuses to come out of the toilet
- Dealing with a candidate who has been taken out of the exam room due to illness
- Dealing with a candidate who has fallen asleep in the exam room.

Section 5 – Reporting

The process for staff to report issues/concerns relating to child protection and safeguarding is:

DSL/Deputy DSL/Exams Officer.

If a member of staff needs to make a complaint/report a colleague or other adult who works with children (whistleblowing), they should follow the procedure set out in the Whistleblowing policy.

Section 6 - Protocols for one-to-one support/supervision

Where staff are engaged in invigilation/facilitation and/or centre supervision on a one-to-one basis with a candidate the following protocols should be followed.

Summoning immediate assistance in case of any concern

Invigilators are permitted to have a mobile phone with them which is on silent. Any invigilators that are invigilating on a one-to-one basis will be briefed by the Exams Officer prior to the exam.

Leaving the examination room temporarily

Where a member of staff may accompany a candidate requiring a toilet break the member of staff must take the candidate to the toilets designated for exam candidates. The member of staff is required to first check that the facilities are unoccupied, at this point the candidate is left unaccompanied and the member of staff waits outside. The member of staff then checks that nothing has been left before returning to the exam room.

Where a member of staff may accompany a candidate who is feeling unwell the Exams Officer should be contacted immediately.

COMPLAINTS POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Exams officer	V Rogerson
Senior leader(s)	R Kidd

Purpose of the policy

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

Grounds for complaint

A candidate (or their parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of their centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
- Candidate unhappy with internal assessment decision (complainant to refer via R Kidd to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate was not informed that an application for access arrangements was to be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via R Kidd to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (on-screen) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of a review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer via R Kidd to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Raising a concern/complaint

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, Stretford High encourages the candidate to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally, the candidate (or their parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- A formal complaint should be submitted in writing by completing a **complaints form**
- Forms are available from The Exams and Data Office or can be downloaded from the website.
- Completed forms should be returned to the Head of Centre.
- Forms received will be logged by the centre and acknowledged within 5 calendar days]

How a formal complaint is investigated

- The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion
- The findings and conclusion will be provided to the complainant within 2 working weeks]

Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted by following the centre's internal appeals procedure and completing an **internal-appeals form**]
- Forms received will be logged by the centre and acknowledged within 3 calendar days
- The appeal will be referred to the Head of Centre.
- The Head of Centre will inform the appellant of the final conclusion in accordance with the internal appeals procedure

CONFLICT OF INTEREST POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Exams officer	V Rogerson
Senior leader(s)	R Kidd

What does this policy affect?

It is the responsibility of the head of centre to ensure that Stretford High School has a written conflicts of interest policy in place available for inspection. This policy confirms that Stretford High:

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

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units and maintains clear records of all instances where:
- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres o centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres.

It is the responsibility of the head of centre to ensure that Stretford High School has a written conflicts of interest policy in place available for inspection. This policy confirms that Stretford High School:

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

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

maintains clear records of all instances where:

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

A process is in place to collect any conflict of interest information for the current academic year from all centre staff to identify and manage any conflicts of interest in relation to exams.

Procedure for planning and managing conflict of interests

The process

A declaration of conflict interest form is sent electronically to all centre staff in advance of any formal examinations taking place in the centre. Completed forms must be returned prior to the examinations starting. The purpose of this policy is to confirm how Up Holland High School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

There is a conflict of interest log, any potential conflicts declared are recorded on this log (appendix 1). The relevant awarding bodies are informed (where required) of specific conflicts of interest before the published deadlines for entries for the exam series' by identifying and following the individual awarding bodies process. The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Responsibilities

Head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

Senior Leaders

- Ensure that centre staff are aware of the requirement to declare any interest - Ensure that declarations are recorded/logged as potential conflicts of interest Exams Office/officer o Ensure the process for collecting declarations of interest is undertaken
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are:
 - Taking qualifications which include internally assessed components/units at their own centre
 - Teaching and preparing members of their family (which includes step-family, foster family and similar (close relationships) or close friends and their immediate family (e.g. 6 son/daughter) for qualifications which include internally assessed components/units (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any

Appendix 1 – Conflict of interest Log

CONFLICTS OF INTEREST LOG 2025/26

Date recorded	Staff name & job title(s)/role(s)	Conflict of interest (COI)	Measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected

(General Regulations for Approved Centres, 5.3j) The head of centre **must** retain records of all conflicts of interest, including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records **must** be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Conflict of interest (COI)	Measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected
<p>(As a last resort where the member of centre staff is unable to find another centre) Member of staff is taking a qualification(s) at this centre which includes internally assessed components/units <input type="checkbox"/> COI declared to relevant awarding body before the published deadline for entries (for each affected examination series)</p>	<ul style="list-style-type: none"> • prevent the member of centre staff having access to examination materials prior to the examination • brief other relevant centre staff on maintaining the integrity and confidentiality of examination materials • ensure the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment
<p>Member of staff is teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units <input type="checkbox"/> COI declared to relevant awarding body before the published deadline for entries (for each affected examination series)</p>	<ul style="list-style-type: none"> • make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate • ensure the member of centre staff is not solely involved in making assessment decisions for the affected candidate for any internally assessed component/unit • ensure the marked work will be submitted for moderation whether or not it is part of the moderation sample
<p>Member of exams office staff has a member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at this centre itself or other centres (This would also include the head of centre and member(s) of the senior leadership team who are responsible for examination administration)</p>	<ul style="list-style-type: none"> • ensure that the member of exams office staff does not have unaccompanied access to examination materials (for example, question papers, pre-release materials, answer scripts, etc) • ensure that another person is present for particular administrative arrangements relating to the candidate's exams/assessments
<p>Member of staff is taking a qualification(s) at this centre which does not include internally assessed components/units</p>	<ul style="list-style-type: none"> • prevent the member of centre staff having access to examination materials prior to the examination • brief other relevant centre staff on maintaining the integrity and confidentiality of examination materials • ensure the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment
<p>Taking a qualification(s) at another centre</p>	<p>ensure the member of centre staff does not have access to examination materials for the same awarding body qualification if this is delivered in the centre,</p>

CONTINGENCY PLAN

2025/26

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the plan

Role	Name(s)
Head of centre	N Doward
Senior leader(s)	R Kidd
Exams officer	V Rogerson
SENCo	D Rhodes

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process at Stretford High by outlining actions/procedures to be invoked in case of disruption; it is intended to mitigate the impact these disruptions have on our processes.

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 document *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*, the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations**.

This plan also confirms Stretford High's compliance with JCQ's **General Regulations for Approved Centres** (GR 5.3) that the centre has in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:

- a contingency plan which covers all aspects of examination/assessment administration and delivery

Contingency arrangements

In accordance with the regulations (GR 3.17-19), Stretford High **must** have an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

Stretford High **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

Stretford High **must** ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

National Centre Number Register and other information requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that Stretford High completes the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the

contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle

Where the head of centre/senior leader may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Possible causes of disruption to the exam process

1. Exam officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption

- Exams files in the Exams and Data Office contains all exams information.
- Exams spreadsheets are shared with SLT
- SHS has an Exams Assistant.
- Link member of SLT has ran an exam season before.

SENCo extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

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

Centre actions to mitigate the impact of the disruption

- SEN team to divide tasks.
- Exams Office and Exams Team will support.

2. Teaching staff (or other key staff essential to the examination process) extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken, including:

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

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

Non-examination assessment (including controlled assessments and coursework) tasks not set/issued/taken by candidates as scheduled

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

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

Centre actions to mitigate the impact of the disruption

- Contact the Head of Department for information.
- Exams Officer to support.
- Non-examination timeline shared with other staff members in the department.
- Key dates shared with other staff members in the department.

3. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- SHS has a bank of invigilators and uses Pearson Invigilation to fill in any gaps required as they have also completed training provided by The Exams Office.

4. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- Look at available rooms in school
- The Awarding Bodies would be notified of alternative arrangements.

Alternative site(s) details: Stretford Leisure Centre – across the road from SHS

5. Cyber security

Criteria for implementation of the plan

Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack

Centre actions to mitigate the impact of the disruption

(This will include the required arrangements for cyber security)

(GR 3.21) Ensure there are procedures in place to maintain the security of user accounts by:

- a) ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training...

The training must include:

- the importance of creating strong, unique passwords for all accounts;
- keeping all account details strictly confidential;
- the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access;
- how to properly set up and use MFA for both centre and awarding bodies' systems;
- an awareness of all types of social engineering/phishing attempts;...
- the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

Certificates of completed staff cyber training must be downloaded and held on file for inspection.

- b) developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies;
- c) implementing and enforcing robust security measures, including:
 - mandatory MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data;
 - regularly reviewing and updating security settings to align with current best practices;
- d) updating any passwords that may have been exposed
- e) setting up secure account recovery options

- f) reviewing and managing connected applications
- g) monitoring accounts and regularly reviewing account access, including removing access when no longer required
- h) ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
Authorised staff will have access, where necessary, to a device which complies with awarding bodies' MFA requirements.
- i) reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

6. Failure of IT systems

Criteria for implementation of the plan

IT system corruption affecting candidates' work

MIS system failure at final entry deadline

MIS system failure during exams preparation

Power outage immediately prior to or during an on-screen test

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

(GR 3.19) Ensure where candidates' work is produced electronically that it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud... Implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

7. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption

- Contact the Awarding Body.
- Stretford Leisure Centre to be contacted for alternative accommodation.
- Discuss using the Contingency Day with the Awarding Body and follow their guidance.

8. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Centre to communicate with parents, carers and candidates and provide the plan to address the issue.

9. Candidates may not be able to take examinations - centre remains open

Criteria for implementation of the plan

Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis

Centre actions to mitigate the impact of the disruption

- Exams Officer to contact the Awarding Body and follow guidance provided.
- Exams Officer to communicate with parents, carers and candidates regarding the solution to the issue.
- Exams Officer to apply for Special Consideration for all candidates.
- Consider moving the starting time of the examination for all candidates (see section 6.2 of the JCQ document *Instructions for conducting examinations*)
- Be aware of the rules for very late arrivals (see section 21 of the JCQ document *Instructions for conducting examinations*)
- Wherever possible, it is always in the best interest for candidates to sit the examination. However, special consideration is an option where a candidate is unable to sit the examination (see Chapter 4 of the JCQ document *A guide to the special consideration process*)
- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required

10. Centre may not be able to open for examinations

(Including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre may not be able to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Notify the Awarding Body immediately and follow guidance provided.
- The head of centre will take advice or follow instructions from relevant local or national agencies
- Special consideration to be applied for if all other avenues have been exhausted and candidates meet the published criteria
- Explore possibilities of candidates moving to an alternative venue (Stretford Leisure)

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Centre to contact the relevant Awarding Body and follow guidance provided.
- Scripts can be downloaded via the secure site

12. Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption

- Exams Officer to contact the relevant Awarding Body and follow guidance provided.
- Exams Officer to ensure secure storage of completed examination scripts

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series)

14. Centre unable to distribute results as normal or facilitate post results services

(Including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation
- Centre to make arrangements to coordinate access to post results services from an alternative site
- Centre to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- Facilitation of post results services:
 - Centre to make arrangements to make post results requests at an alternative location
 - Centres to contact the relevant awarding organisation if electronic post results requests are not possible)

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

[Cyber security standards for schools and colleges](#)

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC),

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

[You may also wish to see the JCO's notice to centres on exam contingency plans](#) and [JCO's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCO's [Centre emergency evacuation procedure](#).
6. Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.

2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also [JCQ's guidance on special consideration](#)

Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [DfE in England](#), the [Department of Education in Northern Ireland](#), and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days: Northern Ireland](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools, childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [protective security and preparedness for education settings](#) from the DfE
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 7 May 2024)

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

JCQ

15. CONTINGENCY PLANNING

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates. Further information may be found at:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body or bodies.

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 If the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements

for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2026. This is consistent with the qualification regulators' document [Exam system contingency plan: England, Wales and Northern Ireland](#).

15.6 The designation of 'contingency sessions' within the common examination timetable is for use in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

15.7 In the event of national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort, the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

15.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading. Centres **must**, therefore, ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer.

(JCQ guidance above taken directly from **Instructions for conducting examinations** 2025-2026
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

JCQ Preparing for disruption to examinations www.jcq.org.uk/exams-office/general-regulations/

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for conducting examinations

www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process

www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

Guidance for centres on cyber security (Effective from November 2023; Revised July 2025)

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

5 tips to get exam ready and stay cyber safe! www.jcq.org.uk/exams-office/blogs/

GOV.UK

Emergency planning and response: Exam and assessment disruption

www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

Dispatch of exam scripts guide: Contingency planning

www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

Wales

School closures: examinations gov.wales/school-closures-examinations

Opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather:

www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather

Northern Ireland

Exceptional closure days – Northern Ireland www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist - exceptional closure of schools

www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Cyber Security Centre

Cyber Security for Schools www.ncsc.gov.uk/section/education-skills/cyber-security-schools

Cyber security training for school staff www.ncsc.gov.uk/information/cyber-security-training-schools

DATA PROTECTION POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Exams officer	V Rogerson
Senior leader(s)	R Kidd
IT manager	J Keating
Data manager	V Rogerson

Purpose of the policy

This policy details how Stretford High in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) and UK General Data Protection Regulation (GDPR).

The delivery of examinations and assessments involve centres and awarding bodies processing a significant amount of personal data (i.e. information from which a living individual might be identified). It is important that both centres and awarding bodies comply with the requirements of the UK General Data Protection Regulation and the Data Protection Act 2018 or law relating to personal data in any jurisdiction in which the awarding body or centre are operating.

In JCQ's [General Regulations for Approved Centres](#) (section 6) reference is made to 'data protection legislation'. This is intended to refer to UK GDPR, the Data Protection Act 2018 and any statutory codes of practice issued by the Information Commissioner in relation to such legislation.

It is the responsibility of the centre to inform candidates of the processing that the centre undertakes. For example, the centre will provide relevant personal data, including name, date of birth and gender to the awarding bodies for the purpose of examining and awarding qualifications.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:

- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure

To ensure that the centre meets the requirements of the DPA 2018 and UK GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

Section 1 – Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to Section 5 below.

Candidates' exams-related data may be shared with the following organisations:

- Awarding bodies
- Joint Council for Qualifications (JCQ)
- Department for Education; Local Authority

This data may be shared via one or more of the following methods:

- hard copy
- email
- secure extranet site(s) – AQA Centre Services; Cambridge OCR Interchange; Pearson Edexcel Online; WJEC Portal
- Arbor, sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>)
- This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments including controlled assessments and coursework, special consideration requests and exam results/post-results/certificate information.

Section 2 – Informing candidates of the information held

Stretford High ensures that candidates are fully aware of the information and data held.

All candidates are:

- informed via electronic communication and assemblies.
- given access to this policy via the centre website.

Candidates are made aware of when the registrations/entries are submitted to awarding bodies for processing.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programs and data ("Student Materials"). Candidates will be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Candidates eligible for access arrangements/reasonable adjustments which require awarding body approval will be informed that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018.

Candidates involved in suspected or alleged malpractice will be informed that their personal data will be provided to the awarding body (or bodies) whose examinations/assessments are involved, and that personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies, in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*.

Candidates will be informed:

- that awarding bodies may be required to provide a candidate's personal data to educational agencies, such as DfE, Welsh Government, Department of Education (Northern Ireland), ESFA, regulators, HESA, UCAS, Local Authorities and the Learning Records Service (LRS)
- that their personal data may be provided to a central record of qualifications approved by the awarding bodies for statistical and policy development purposes
- of the processing that the centre undertakes, for example, that the centre will provide relevant personal data, including name, date of birth and gender, to the awarding bodies for the purpose of examining and awarding qualifications

Candidates may obtain access to their personal data, such as examination results by applying to the appropriate awarding body's data protection officer.

Candidates are also referred to the centre's privacy notice which explains:

- why Stretford High needs to collect personal data
- what it plans to do with it
- how long it will keep it
- whether it will be sharing it with any other organisation

Section 3 – Hardware and software

The table below confirms how IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements.

Hardware	Protection measures	Warranty expiry
Desktop computer	Hardware is checked and monitored by I.T. Manager (hard drive scans, antivirus protection)	N/A

Software/online system	Protection measure(s)
Arbor Intranet; Internet Awarding body secure sites; A2C	2 step authentications Guidance for password setting Users set up by Exams and Data Manager Regularly changing passwords

Section 4 – Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:

- loss or theft of data or equipment on which data is stored
- inappropriate access controls allowing unauthorised use
- equipment failure
- human error
- unforeseen circumstances such as a fire or flood
- hacking attack
- 'blagging' offences where information is obtained by deceiving the organisation who holds it
- cyber-attacks involving ransomware infections

If a data protection breach is identified, the following steps will be taken:

1. Containment and recovery

R Kidd will lead on investigating the breach.

It will be established:

- who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
- which authorities, if relevant, need to be informed

2. Assessment of ongoing risk

The following points will be considered in assessing the ongoing risk of the data breach:

- what type of data is involved?
- how sensitive is it?
- if data has been lost or stolen, are there any protections in place such as encryption?
- what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- regardless of what has happened to the data, what could the data tell a third party about the individual?
- how many individuals' personal data are affected by the breach?
- who are the individuals whose data has been breached?
- what harm can come to those individuals?
- are there wider consequences to consider such as a loss of public confidence in an important service we provide?

3. Notification of breach

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

4. Evaluation and response

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- reviewing what data is held and where and how it is stored
- identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- reviewing methods of data sharing and transmission
- increasing staff awareness of data security and filling gaps through training or tailored advice
- reviewing contingency plans

Section 5 – Candidate information, audit and protection measures

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

An information audit is conducted **annually**.

The table below details the type of candidate exams-related information held, and how it is managed, stored and protected

Protection measures may include:

- password protected area on the centre's intranet
- secure drive accessible only to selected staff
- information held in secure area
- updates undertaken every 6 months (this may include updating antivirus software, firewalls, internet browsers etc.)

Section 6 – Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's **Exams Archiving Policy (Appendix 8)** which is available/accessible from [the school website](#).

Section 7 – Access to information

(With reference to ICO information <https://ico.org.uk/for-the-public/schools/exam-results/>)

The UK GDPR gives individuals the right to see information held about them. This means individuals can request information about them and their exam performance, including:

- their mark
- comments written by the examiner
- minutes of any examination appeals panels

This does not however give individuals the right to copies of their answers to exam questions.

Requesting exam information

Requests for exam information can be made to V Rogerson (Exams Officer) or R Kidd (Deputy Headteacher) in via email. If a former candidate is unknown to current staff ID will need to be provided.

The GDPR does not specify an age when a child can request their exam results or request that they aren't published. When a child makes a request, those responsible for responding should take into account whether:

- the child wants their parent (or someone with parental responsibility for them) to be involved; and
- the child properly understands what is involved.

The ability of young people to understand and exercise their rights is likely to develop or become more sophisticated as they get older. As a general guide, a child of 12 or older is expected to be mature enough to understand the request they are making. A child may, of course, be mature enough

at an earlier age or may lack sufficient maturity until a later age, and so requests should be considered on a case by case basis.

A decision will be made by R Kidd (Deputy Headteacher) as to whether the student is mature enough to understand the request they are making, with requests considered on a case by case basis.

Responding to requests

If a request is made for exam information before exam results have been published, a request will be responded to:

- within five months of the date of the request, or
- within 40 days from when the results are published (whichever is earlier)

If a request is made once exam results have been published, the individual will receive a response within one month of their request.

Third party access

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party unless a request is accompanied with permission from the candidate and appropriate evidence (where relevant), to verify the ID of both parties, provided.

In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

Sharing information with parents

The centre will take into account any other legislation and guidance regarding sharing information with parents (including non-resident parents and a local authority (the 'corporate parent'), as example guidance from the Department for Education (DfE) regarding parental responsibility and school reports on student performance:

- **Understanding and dealing with issues relating to parental responsibility**
www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility (Last updated 24 August 2023 to include guidance on the role of the 'corporate parent', releasing GCSE results to a parent and notifying separated parents about a child moving school)
- **School reports on student performance**
www.gov.uk/guidance/school-reports-on-student-performance-guide-for-headteachers

Publishing exam results

Stretford High will publish exam results to the media or within the centre (e.g. on an honours board) in line with the following principles:

- Refer to guidelines as published by the Joint Council for Qualifications
- Act fairly when publishing results, and where people have concerns about their or their child's information being published, taking those concerns seriously
- Ensure that all candidates and their parents/carers are aware as early as possible whether examinations results will be made public and how this will be done
- Explain how the information will be published. For example, if results will be listed alphabetically, or in grade order

Section 8 – Table recording candidate exams-related information held

For details of how to request access to information held, refer to section 7 of this policy (**Access to information**)

For further details of how long information is held, refer to section 6 of this policy (**Data retention periods**)

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Access arrangements information		Candidate name Candidate DOB Gender Diagnostic testing outcome(s) Specialist report(s) (may also include candidate address) Evidence of normal way of working	Access Arrangements Online MIS Lockable metal filing cabinet	MFA; Secure user name and password [insert] In secure office (SENCo)	
Alternative site arrangements					
Attendance registers copies					
Candidates' scripts					
Candidates' work					
Centre consortium arrangements for centre assessed work					
Certificates					
Certificate destruction information					

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Certificate issue information					
Conflicts of interest records					
Entry information					
Exam room incident logs					
Invigilator and facilitator training records					
Overnight supervision information					
Post-results services: confirmation of candidate consent information					
Post-results services: requests/outcome information					
Post-results services: scripts provided by ATS service					
Post-results services: tracking logs					
Private candidate information					
Resilience arrangements: Evidence of candidate performance					

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Resolving timetable clashes information					
Results information					
Seating plans					
Special consideration information					
Suspected malpractice reports/outcomes					
Transferred candidate arrangements					
Very late arrival reports/outcomes					

EXAMS ARCHIVING POLICY

2025/26

This policy is annually reviewed to ensure that records are archived/retained in accordance with current requirements

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Exams officer	V Rogerson
Exams officer line manager (Senior leader)	R Kidd
Head of centre	N Doward
IT manager	J Keating
SENCo	D Rhodes
Finance manager	W Brooks

Purpose of the policy

The purpose of this policy is to:

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

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	All Access Arrangement information is kept in the SEN Department.	To be returned to SENCo (or equivalent role) as records owner at end of the candidate's final exam series.	Confidential waste/shredding
Alternative site arrangements	Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.	After deadline of post results	Confidential waste/shredding
Attendance register copies		(Reference ICE 12, 22 : ...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to them. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later... keep a copy of the attendance register until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)	Confidential waste/shredding
Awarding body exams administration information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. (Reference GR 3.15 : ... ensure that when scripts that have been accessed using the awarding body's access to scripts service are no longer required, they are disposed of in a confidential manner)	Confidential disposal
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	To be logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically)	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		(Reference GR 3.15 : ...store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in or returned to the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically. See paragraph 4.8 of the JCQ publication <i>Instructions for conducting non-examination assessments</i> https://www.icq.org.uk/exams-office/non-examination-assessments)	
Certificates	Candidate certificates issued by awarding bodies.	(Reference GR 5.14 : ...retain securely all unclaimed certificates for a minimum of 12 months from the date of issue)	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	(Reference GR 5.14 : ...destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. This record should list the candidate number, the awarding body, the qualification(s) and the examination series. Candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results...)	Confidential destruction
Certificate issue information	A record of certificates that have been issued.	(Reference GR 5.14 : ...obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates... distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued...)	N/A
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.	After review of marking deadline	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Confidential materials: receipt, secure movement, checking and secure storage logs	Logs recording confidential exam materials received, securely moved, checked and placed in the secure storage facility by the exams officer (or other authorised member of centre staff) throughout the period the materials are confidential.	After review of marking deadline	Confidential waste/shredding
Conflicts of interest records	Records demonstrating the management of conflicts of interest.	(Reference GR 5.3 : ...The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)	Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service (England only) .	After the deadline for review of marking	Confidential waste/shredding
Entry information	Any hard copy information relating to candidates' entries.	After the deadline for review of marking	Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	(Reference ICE 31 : Unused question papers must not be released to any individual until 24 hours after the awarding body's published finishing time for the examination. Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination.) (Reference GR 6.13 : ...For confidentiality purposes, unused question papers must not be released to any individual for use in accordance with paragraph 6.12 until 24 hours after the awarding body's published finishing time for the examination. Where a candidate is sitting an examination scheduled for the afternoon session on the following morning with an overnight supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination.)	Issued to subject staff

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations.)	
Exam room checklists	Checklists confirming exam room conditions and invigilation arrangements for each exam session.	After the deadline for review of marking	Confidential waste/shredding
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.	After the deadline for review of marking	Confidential waste/shredding
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams.	(Reference ICE 30 : ...return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments... confidentially destroy any out-of-date stationery.)	Confidential destruction
Examiner reports		(Where/if provided) To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	Finance department are the owner of invoices received.	
Handling secure electronic materials logs	(Where used by the centre) Logs recording the arrangements applied when handling secure electronic materials provided to the centre and accessed by the exams officer (or other authorised member of centre staff)	After the deadline for review of marking	Confidential waste/shredding
Invigilation arrangements	See <i>Exam room checklists</i>	After the deadline for review of marking	Confidential waste/shredding
Invigilator and facilitator training records		(Reference ICE 12 : A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)	
Moderator reports		(Where printed from electronic copy) To be immediately provided to head of department as records owner.	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.	After the deadline for review of marking	Confidential waste/shredding
Overnight supervision information	The JCQ <i>Overnight Supervision</i> form is completed online using CAP. The JCQ <i>Overnight Supervision Declaration</i> form is downloaded from CAP) for signing by the candidate, the supervisor and the head of centre. Any hard copy information relating to overnight supervision arrangements. Reports submitted online via CAP.	(Reference ICE 8 : ...keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested...)	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of required candidate consent.	(Reference PRS 4.2 , plus appendix A and B: Consent forms or emails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.)	Confidential waste/shredding
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	After the deadline for review of marking	Confidential waste/shredding
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.	After the deadline for review of marking	Confidential waste/shredding
Proof of postage – candidates' work	Proof of postage of sample of candidates' work submitted to awarding body moderators. (Proof of postage of candidates' scripts to awarding body examiners/markers)	(Reference ICE 29 : Centres not involved in the secure despatch of the exam scripts service... must obtain proof of postage or despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body or examiner, then special consideration may be possible).)...	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Resilience arrangements: Evidence of candidate performance	The collection of evidence of student performance to ensure resilience in the qualifications system	(Reference Ofqual Guidance on collecting evidence of student performance to ensure resilience in the qualifications system : Retention of the work Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study.)	
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers	After the deadline for review of marking	Confidential waste/shredding
Results information	Broadsheets of public examination results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Secure disposal
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	(Reference ICE 12 : ...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later...)	Confidential waste/shredding
Second pair of eyes check records/forms	Records of the check that must take place by a second person (additional to the person removing question paper packets from secure storage) immediately before a question paper packet is opened.	(Reference ICE 5, 18 : In order to avoid potential breaches of security, care must be taken to ensure that the correct question paper packets are opened. In addition to the person removing the question paper packets from secure storage (e.g. an invigilator), another member of centre staff must check the day, date, time, subject, unit or component and tier of entry (if applicable) immediately before a question paper packet is opened. This second pair of eyes check must be recorded.)	Confidential waste/shredding
Special consideration information	Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and appropriate evidence signed by a senior leader.	(Reference SC 6 : All applications must be supported by appropriate evidence signed by a member of the senior leadership team... The centre must retain this evidence until after the publication of results... A centre may be asked by an awarding body to provide signed evidence.)	Confidential waste/shredding
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice	(Reference Suspected Malpractice: Policies and Procedures 7 : The awarding bodies will... A permanent record will be kept of the impact of any sanctions on an individual candidate's results...)	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	investigation/report submitted to an awarding body and outcome information from the awarding body.	All other information relating to specific instances of malpractice or irregularities will be destroyed, following the expiry of the awarding body's data retention period.)	
Transferred candidate arrangements	Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.	After the deadline for review of marking	Confidential waste/shredding
Very late arrival reports/outcomes	Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.	After the deadline for review of marking	Confidential waste/shredding

EQUALITIES POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
SENCo	D Rhodes
Senior leader(s)	R Kidd
Head of centre	N Doward
Assessor(s)	C Rushforth

Purpose of the policy

This document is provided as an exams-specific supplement to the centre-wide equalities and/or disability/accessibility policy/plan which details how the centre will:

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010[†], particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid
- [†] for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

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

This publication is further referred to in this policy as [GR](#)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided in the JCQ document (Adjustments for candidates with disabilities and learning difficulties) **Access Arrangements and Reasonable Adjustments 2025-2026 (Definitions section)**.

This publication is further referred to in this policy as [AARA](#)

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ documents including [GR](#) and [AARA](#)

Senior leader(s)

- Are familiar with the entire contents of the annually updated JCQ documents including [GR](#) and [AARA](#)

Special educational needs coordinator (SENCo) or equivalent role

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ document [AARA](#)

Teaching staff

- (where appropriate) Inform the SENCo (or equivalent role) of any concerns, observations or feedback about a candidate or any support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments and observations to support the SENCo (or equivalent role) to 'paint a holistic picture of need', confirming normal way of working for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

- Has detailed understanding of the JCQ publication [AARA](#)

Requesting access arrangements

Roles and responsibilities

SENCo or equivalent role

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated
- To comply with the UK GDPR and the Data Protection Act 2018, ensures relevant candidates **are** informed that an application for access arrangements will be processed using *Access arrangements online*

Exams officer (EO)

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AARA where this may be relevant to the EO role](#)

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

Head of centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

ALS lead/SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

Exams officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2025-2026](#)

Other relevant centre staff

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised by the centre and externally moderated by the awarding body.

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as 'NEA'.

SENCo or equivalent role

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams/assessments

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

SENCo or equivalent role

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home and for SRB</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements which should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records supervised rest breaks (time and duration) on incident log and confirms full time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence, supported by appropriate evidence signed by a member of the</i></p>

		<p><i>senior leadership team (Evidence retained until after the publication of results)</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Alternative rooming arrangements</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Candidate informed that an application for access arrangements will be processed using Access arrangements online</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence and AAO approval-kept on file</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Alternative rooming arrangements</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Candidate informed that an application for access arrangements will be processed using Access arrangements online</i></p> <p><i>AAO application for approval processed</i></p> <p><i>Supporting evidence and AAO approval- kept on file</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for alternative room)</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Candidate informed that an application for access arrangements will be processed using Access arrangements online</i></p> <p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Supporting evidence and AAO approval-kept on file Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>

WORD PROCESSOR POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
SENCo	D Rhodes
Exams officer	V Rogerson
Senior leader(s)	R Kidd
IT manager	J Keating

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This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AARA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2025-2026](#) and [Instructions for conducting examinations 2025-2026](#) publications.

Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AARA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

(AARA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AARA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos (or equivalent role) **must** consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AARA 4.2.1)

The SENCo, or equivalent role **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

(AARA 4.2.7)

The candidate **must** have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination.

Purpose of the policy

This policy details how Stretford High complies with AARA chapter 4 (Managing the needs of candidates - principles for centres), 5.8 (Word processor) and ICE (14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The criteria Stretford High uses to award and allocate word processors for examinations and assessments

Exceptions

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text switched off where it is their normal way of working within the centre (AARA 5.8.1)
- award the use of a word processor to a candidate where appropriate to their needs
For example, a candidate with:
 - o a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
 - o a medical condition
 - o a physical disability
 - o a sensory impairment
 - o planning and organisational problems when writing by hand
 - o poor handwriting (AARA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AARA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AARA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AARA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved **before** an examination or assessment (AARA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AARA 5.8.2)

The centre will not:

- simply grant the use of a word processor to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home. (AARA 5.8.4)

Additionally the use of a word processor would be considered for a candidate:

- in the event 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 start of the course (AARA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AARA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in the main examination hall unless their Access Arrangements room states an alternative room.

In compliance with the regulations the centre:

- provides a word processor, with the spelling and grammar check and predictive text switched off, to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of a laptop or tablet before the candidate's exam(s) to ensure that the battery is sufficiently charged to last for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit or component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

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

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)

- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop or tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites or spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

Portable storage medium

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam has ended

(ICE 14.25)

The centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

Centre-specific processes

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo and the exams officer.

Candidates will be provided with the procedure:

- o Logging on
- o Saving work
- o Signing print off at the end of the exam to confirm it is their own work.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time.

The security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7.]

INTERNAL APPEALS PROCEDURE 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Purpose of the procedure

This procedure confirms Stretford High's compliance with JCQ's **General Regulations for Approved Centres** (5.3z, 5.8) that the centre will:

- have in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre, an internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration
- draw to the attention of candidates and their parents/carers their internal appeals procedure

This procedure covers appeals relating to:

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

Appeals relating to internal assessment decisions (centre assessed marks)

Certain qualifications contain components or units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by centres and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

The qualifications delivered at Stretford High containing internally assessed components or units are:

- Art, Photography and Graphic Communications (AQA)
- Engineering (WJEC)
- Hospitality and Catering (WJEC)
- Health and Social Care (BTEC/Pearson)
- Performing Arts (BTEC/Pearson)
- PE (AQA & OCR)

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

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

Deadlines for the submission of marks

Date	Qualification	Details	Exam series
15 May	GCSE	Deadline for submitting centre-assessed marks (OCR, Pearson and WJEC)	Summer-2026
7 May		Deadline for submitting centre-assessed marks (AQA/general subjects)	
31 May		Deadline for submitting centre-assessed marks (AQA/Art)	
15 May	BTEC	Deadline for submitting centre-assessed marks (Pearson)	Summer-2026
5 May	Vocational	Deadline for submitting centre-assessed marks (WJEC/Vocational)	Summer-2026

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

Stretford High ensures that all centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework. This policy details the procedures relating to non-examination assessments including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, who have been trained in this activity and do not have any potential conflicts of interest. If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker.

Stretford High is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre-assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to the marking, then the candidate may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

Stretford High will:

1. ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
3. inform candidates that they may request copies of materials (as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
4. having received a request for copies of materials, promptly make them available to the candidate within 3 working days. (This will either be the originals viewed under supervised conditions, or copies)
5. inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised
6. provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision
7. provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 2 working days of receiving copies of the requested materials by completing the **internal appeals form** and candidates must explain on what grounds they wish to request a review
8. allow 15 working days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
9. ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
11. inform the candidate in writing of the outcome of the review of the centre's marking

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

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

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

Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ [Information for candidates documents](#) (Coursework, Non-examination assessments, Social media) which are distributed to all candidates prior to relevant assessments taking place, inform candidates of the things they must and must not do when they are completing their work.

The JCQ [Information for candidates - AI \(Artificial Intelligence and assessments\)](#) or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).

Stretford High ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.

Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported to the awarding body.

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, Stretford High will:

- Follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (*Instructions for conducting non-examination assessments/Instructions for conducting coursework*) and any supplementary guidance that may be provided by the awarding body. Where this may lead to the decision to **not** accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

If a candidate who is the subject of the decision disagrees with the decision:

- A written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, should be submitted
- an **internal appeals form** should be completed and submitted within 2 working days of the decision being made known to the appellant]

The appellant will be informed of the outcome of the appeal within 15 working days of the appeal being received and logged by the centre.

This procedure is informed by the JCQ documents [Instructions for conducting non-examination assessments](#) (4.6, 6.1, 9), [Instructions for conducting coursework](#) (6, 7, 13.5), [Review of marking \(centre assessed marks\) suggested template for centres, Notice to Centres - Informing candidates of their centre assessed marks](#) and [Suspected Malpractice: Policies and Procedures](#) (3.3, 4.5 including reference to Form JCQ/M1)

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

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

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are made aware/informed by email and website.

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

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

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation)
This service is not available to an individual candidate

Access to Scripts (ATS):

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

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

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

1. Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking (where the qualification concerned is eligible for this service)
2. In all other instances, consider accessing the script by:
 - a) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
 - b) (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
3. Collect informed written consent/permission from the candidate to access their script
4. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
5. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified

6. Collect informed written consent from the candidate to request the RoR service before the request is submitted
7. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body]

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

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

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

Centre actions in the event of a disagreement (dispute)

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

- For a review of marking (RoR priority service 2), advise the candidate they may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission for the centre to access the script (and any required administration fee for this service) for the centre to submit this request
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the **internal appeals form** at least [10 working days] prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the internal deadline for submitting a RoR].

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

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or their parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in

the **JCQ Appeals Booklet**. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within 2 calendar days] of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of the awarding body issuing the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

This procedure is informed by the JCQ documents [Post-Results Services](#) and [A guide to the awarding bodies' appeals processes](#)

Appeals regarding centre decisions relating to access arrangements and special consideration

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

- have in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre, an internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

Stretford High will:

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

Access arrangements and reasonable adjustments

In accordance with the regulations, Stretford High

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

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

Examples of failure to comply include:

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

Special consideration

Where Stretford High has appropriate evidence authorised by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for a candidate who is affected by adverse circumstances beyond their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

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

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

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

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An **internal appeals form** should be completed and submitted within 5 working days of the decision being made known to the appellant.

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

The appellant will be informed of the outcome of the appeal within 5-10 working days of the appeal being received and logged by the centre.

If the appeal is upheld, Stretford High will proceed to implement the necessary arrangements/submit the necessary application.

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

Appeals regarding centre decisions relating to other administrative issues

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

Where Stretford High may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- An **internal appeals form** should be completed and submitted within 2 working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 10-15 working days of the appeal being received and logged by the centre.

This procedure is informed by the JCQ document [A guide to the awarding bodies' appeals processes](#) (7)

INTERNAL APPEALS FORM

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

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

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

Name of appellant		Candidate name (if different to appellant)	
Awarding body		Exam paper code	
Qualification type Subject		Exam paper title	

Please state the grounds for your appeal below:

(If applicable, tick below)

- Where my appeal is against an internal assessment decision, I wish to request a review of the centre's marking

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature:

Date of signature:

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

Further guidance to inform and implement appeals

JCQ publications

- General Regulations for Approved Centres
<https://www.jcq.org.uk/exams-office/general-regulations>
- Post-Results Services
<https://www.jcq.org.uk/exams-office/post-results-services>
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
<https://www.jcq.org.uk/exams-office/appeals>
- Notice to Centres – Informing candidates of their centre assessed marks
<https://www.jcq.org.uk/exams-office/non-examination-assessments>
- Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>
- Access Arrangements and Reasonable Adjustments
<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>
- A guide to the special consideration process
<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Ofqual publications

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

MALPRACTICE

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Senior leader(s)	R Kidd
SENCo	D Rhodes
Exams officer	V Rogerson

What Is Malpractice and Maladministration?

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

A breach of the Regulations, and/or

A breach of awarding body requirements regarding how a qualification should be delivered, and/or • A failure to follow established procedures in relation to a qualification which:

Gives rise to prejudice to candidates, and/or

Compromises public confidence in qualifications, and/or

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

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

Candidate Malpractice

'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination.

Centre Staff Malpractice

'Centre staff malpractice' means malpractice committed by:

A member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre, or

An individual appointed in another capacity by a centre such as an invigilator, a communication professional, a language modifier, a practical assistant, a prompter, a reader or a scribe.

Suspected malpractice for the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in the JCQ Suspected Malpractice: Policies and Procedures - section 19).

Purpose of the Policy

Stretford High has in place for inspection that must be reviewed and updated annually, a written Malpractice Policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice)

General Principles

In accordance with the regulations, Stretford High will:

Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place.

Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation.

As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the current JCQ document Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require.

Preventing Malpractice

Stretford High has in place:

Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document Suspected Malpractice: Policies and Procedures. This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- General Regulations for Approved Centres 2025-2026
- Instructions for conducting examinations (ICE) 2025-2026
- Instructions for conducting coursework 2025-2026
- Instructions for conducting non-examination assessments 2025-2026
- Access Arrangements and Reasonable Adjustments 2025-2026
- A guide to the special consideration process 2025-2026
- Suspected Malpractice: Policies and Procedures 2025-2026
- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications
- Post Results Services June 2026 and November 2026
- A guide to the awarding bodies' appeals processes 2025-2026

The School's Responsibility

It is important that staff involved in the management, assessment and quality assurance of Examinations, and our students are fully aware of the contents of this policy and that the centre has arrangements in place to prevent and investigate instances of suspected malpractice and maladministration.

A failure to report suspected or actual malpractice/maladministration cases including plagiarism, cheating and collusion or have in place effective arrangements to prevent such cases, may lead to sanctions being imposed on the school by the Awarding body.

Stretford High's compliance with this policy and how it takes reasonable steps to prevent and/or investigate instances of malpractice and maladministration will be reviewed by JCQ annually.

What is Plagiarism?

Plagiarism is the presentation of someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as one's own, or alternatively taking for one's own use, the artwork, images or computer-generated work of others without properly acknowledging the source, with or without the owner's permission.

Plagiarism by students can occur in examinations, but is most likely to occur outside sat, unseen exams, i.e. in coursework, assignments, portfolios, and essays.

- Examples of plagiarism may include:
- Directly copying from written physical, pictorial or written material without crediting the source
- Paraphrasing someone else's work without crediting the source
- Using AI, for example, ChatGPT to generate or modify content to evade plagiarism detection is deemed as malpractice

Work submitted for assessment must be the student's own efforts and must be their own work. Students are bound by their student code of conduct and are required to ensure that all submitted work is their own and valid for assessment purposes.

Brief quotations from the published or unpublished works of another person, suitably attributed, are acceptable. Details on how to reference material used can be obtained from your subject teachers.

The Use of AI in Coursework and Assessments

What is AI?

AI stands for artificial intelligence and using it is like having a computer that thinks. AI tools learn from data on the internet. It is important to note that there are a huge range of AI tools and they can now carry out a variety of tasks including writing text, making art and creating music. It is impossible to provide a comprehensive list of AI tools as new tools are emerging all the time, however, some of the most common tools are listed below:

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com/auth/login>)
- Jenni AI (<https://jenni.ai>) · Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Gemini (<https://gemini.google.com/>)
- Claude (<https://claude.ai/>)

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

There are also AI tools which can be used to generate music. These include:

- Soundraw (<https://soundraw.io/>)
- wavtool (<https://wavtool.com/>)
- Musicfy (<https://create.musicfy.lol/>)

What is AI misuse?

Whilst AI is a new tool, the principles behind misuse do not change. Students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students are also expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

To illustrate these principles, we have provided some examples below but, of necessity, the list of examples cannot be exhaustive.

Examples of AI misuse include:

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

Work submitted for assessment must be the student's own efforts and must be their own work. Students are bound by their student code of conduct and are required to ensure that all submitted work is their own and valid for assessment purposes.

If any sections of a student's work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this does not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Risks of using AI

There are many risks associated with using AI. A clear risk is that students' risk relying on incorrect information and so they reach incorrect conclusions. AI creates responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. In addition, AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. AI may also present a safeguarding risk as 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.

Students also run the risk of falsely presenting the knowledge, skills and understanding which they have acquired which would constitute malpractice leading to disqualification, debarment or penalty.

Referencing use of AI

If AI is allowed, students must reference AI in line with JCQ guidance (reproduced below).

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

Informing and advising teachers

The school will provide advice and tools to support teachers who are marking and assessing work. We will share with teachers the JCQ guidance on Artificial Intelligence in Assessments (updated for this year). In addition, we have regularly included reminders and updates in staff briefings and the staff bulletin.

We will make our teachers aware that identifying the misuse of AI by students requires a variety of assessment methods and is part of ongoing practice rather than a single action. Teachers must rely on their own knowledge of students' usual writing and ways of working to make informed judgements about the authenticity of work. Our teachers will also directly interact with students e.g. through student check-ins; verbal questioning so that they are familiar with students' work and their conceptual development. In addition, curriculum planning will ensure that students are given some time in supervised conditions so the teacher can authenticate each students' whole work with confidence

The school will also train teachers in the use of AI detection tools (see below), but will make staff aware that they cannot solely rely on this tool to detect malpractice.

Informing and Advising Candidates

Students will be reminded about accidental or intentional AI misuse via pre-season assemblies and during the coursework window, before signing candidate declaration forms. Candidates will also discuss AI within their PIE lessons and in tutorials. Students will be given time in supervised conditions so the teacher can authenticate each students whole work with confidence

Reporting malpractice (use of AI)

If a student has signed the declaration of authentication, the case must be reported to the relevant awarding organisation as detailed in JCQ Suspected Malpractice: Policies and Procedures.

If a student has not signed the declaration of authentication, the case does not need to be reported to the awarding organisation. The teacher and, if necessary, other key leaders (Department Lead / Year Lead / SLT) will ensure that the student is aware of the possible significance of their actions. This should include not only the possible consequences for them if they were to submit this work but also that they fully understand their error. This should therefore include the teacher outlining: what malpractice is, how to avoid malpractice and how to reference sources / acknowledge AI tools. The teacher will also ensure that the final version submitted to the awarding organisation represents only work that is their own.

The school has is aware that the support of parents is critical in this area and so has set up a notification for parents which highlights Misuse of AI to parents. This notification will also allow us to monitor students who are misusing AI for further focused teaching.

Definition of Cheating

The term cheating includes, without limitation:

- Being in possession of notes, 'crib notes', or text books during an examination other than an examination where the rules of the examination permits such usage
- Communicating during the examination with another candidate
- Having prior access to the examination questions unless permitted to do so by the rules of the examination
- Substitution of examination materials
- Unfair or unauthorised use of an electronic calculator/device during an exam where usage is not permitted.
- Impersonation
- Use of a communication device during the examination
- Any deliberate attempt to deceive

Definition of Collusion

Collusion is an example of unfair means because, like plagiarism, it is an attempt to deceive the examiners by disguising the true authorship of an assignment, or part of an assignment. Its most common version is that student A copies, or imitates in close detail, student B's work with student B's consent. But it also includes cases in which two or more students divide the elements of an assignment among themselves, and copy, or imitate in close detail, one another's answers.

It is an offence to copy, or imitate in close detail, another student's work, even with their consent (in which case it becomes an offence of collusion). It is also an offence of collusion to consent to having one's work copied or imitated in close detail. Students are expected to take reasonable steps to safeguard their work from improper use by others.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas, as they generate the knowledge and understanding necessary for each of them to successfully and independently undertake an assignment. Nor should it be confused with group work on an assignment where this is specifically authorised in the assignment brief.

Identification and Reporting of Malpractice

Escalating Suspected Malpractice Issues

Once suspected malpractice is identified, any member of staff at the centre MUST report it to the Head of Centre, the Deputy Headteacher i/c of Exams and the Exams Officer.

Reporting Suspected Malpractice within an Exam to the Awarding Body

The Head of Centre/ Exams Officer will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document Suspected Malpractice: Policies and Procedures

The Head of Centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation.

The Head of Centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation.

- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice.
- Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration

Reporting Suspected Malpractice with a Controlled Assessment, NEA and Coursework to the Awarding Body

Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication does not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately.

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of the rights of accused individuals. Once the information gathering has concluded, the Head of Centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries.

The following forms will be used to notify the awarding body of the incident of Malpractice:

- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice.
- Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration

The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly.

Communicating Malpractice Decisions

Once a decision has been made, it will be communicated in writing to the Head of Centre/ Exams Officer as soon as possible. The Head of Centre Exams Officer will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal.

Appeals Against Decisions Made in Cases of Malpractice

Stretford High will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ document A guide to the awarding bodies' appeals processes

NON-EXAMINATION ASSESSMENT (including controlled assessment and coursework) **POLICY** 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Quality assurance lead/Lead internal verifier (or equivalent role)	Head of Department
Senior leader(s)	R Kidd
SENCo	D Rhodes
Exams officer	V Rogerson

What does this policy affect?

This policy affects the delivery of all specifications with one or more non-examination assessment components, controlled assessments (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments (GCE & GCSE)**, Foreword)

(This document is further referred to in this policy as [NEA](#))

The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.

These instructions are for use in... (JCQ's **Instructions for conducting non-examination assessments (VTQs)**, Introduction)

(This document is further referred to in this policy as [NEA VTQs](#))

These instructions are for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications.. (JCQ's **Instructions for conducting coursework**, Introduction)

(This document is further referred to in this policy as [ICC](#))

Purpose of the policy

This policy confirms the JCQ requirement that Stretford High has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated.

Awarding bodies require each centre to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities for non-examination assessments
- manage risks associated with non-examination assessments

A JCQ Centre Inspector may ask the examinations officer to confirm that a policy is in place.

Guidance provided in this document will help the head of centre to ensure that the centre's policy is robust and fit for purpose. ([NEA 1](#))

What are non-examination assessments?

(GCE and GCSE) Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking ([NEA 1](#))

(VTQs) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms. ([NEA VTQs 1](#))

What is coursework?

Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC 1)

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessments, controlled assessment (where applicable) and coursework.

The basic principles

Head of centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of [NEA](#), [NEA VTQs](#) and [ICC](#)
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre-assessed marks) and requesting a review of the centre's marking

Senior leaders

- Ensure the correct conduct of non-examination assessment which complies with [NEA](#), [NEA VTQs](#), [ICC](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessment are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources, etc.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment
- Ensures [NEA](#), [NEA VTQs](#) and [ICC](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#), [NEA VTQs](#) and [ICC](#)
- Where instructions may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessment, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams officer

- Signposts the annually updated JCQ [NEA](#), [NEA VTQs](#) and [ICC](#) documents to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - social media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates' documents*
- Ensures candidates:
 - understand that information from all sources must be referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
 - By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and word limits

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures - how candidates' work is authenticated

Subject teacher

- Where required by the awarding body's specification:
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#), [NEA VTQs](#) and [ICC](#) and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#), [NEA VTQs](#) and [ICC](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line on social media or through any other means (Reminds candidates of the contents of the JCQ document *Information for candidates – social media*)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*

Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register, if applicable

Exams officer

- Provides the attendance register to the subject teacher where applicable
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject head/lead

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff, etc.)
- Ensures accurate internal standardisation - for example by:
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place

- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject head/lead

- Checks the final moderated marks when issued to the centre when the results are published
- Checks any moderator reports/feedback forms and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams officer

- Accesses or signposts any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher

- Works with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo) (or equivalent role)

- Follows the regulations and guidance in the JCQ document [Access Arrangements and Reasonable Adjustments](#) in relation to non-examination assessment including [Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

Exams officer

- Refers to/directs relevant staff to the JCQ document [A guide to the special consideration process](#)
 - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
 - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
 - Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body (AQA and Cambridge OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using Centre Services or Interchange as appropriate)

Malpractice

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates-or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document [Suspected Malpractice: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments and coursework
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#) and (where applicable) [Information for candidates - coursework assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - social media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ document [Suspected Malpractice: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

- Is familiar with the JCQ document [Post-Results Services](#)
- Ensures the centre's *internal appeals procedure* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject head/lead

- Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document [Post-Results Services](#) (Information and guidance to centres)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams officer

- Follows the awarding body's instructions for the submission of grades and recordings

Management of issues and potential risks associated with non-examination assessment

Reference to non-examination assessment is intended to include any specifications with one or more non-examination assessment component or unit, controlled assessment (where applicable) and coursework.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p>Records confirm that relevant centre staff are familiar with and follow:</p> <ul style="list-style-type: none"> the current JCQ documents <i>Instructions for conducting non-examination assessments and (where applicable) Instructions for conducting coursework</i> the JCQ document <i>Notice to Centres - Sharing NEA material and candidates' work</i> - www.jcq.org.uk/exams-office/non-examination-assessments 	
Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not:</p> <ul style="list-style-type: none"> submit work which is not their own make available their work to other candidates through any medium allow other candidates to have access to their own independently sourced material assist other candidates to produce work use books, the internet, AI 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 <p>Records confirm that candidates have been made aware of the JCQ documents <i>Information for candidates - non-examination assessments, (where applicable) Information for candidates – coursework assessments and Information for candidates – social media</i> - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</p>	
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	
Subject teacher long term absence during the task setting stage	<p>See centre's Contingency plan (Teaching staff extended absence)</p>	
Issuing of tasks		
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's Contingency plan (Teaching staff extended absence)</i>	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ document Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9. Malpractice) and (where applicable) Instructions for conducting coursework (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine the process to be followed to apply for special consideration for the candidate</i>	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	
Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	
Candidate joins the course late after formally supervised task taking has started	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	
Candidate moves to another centre during the course	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	
An excluded student wants to complete a non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i></p>	
Resources		
A candidate augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates: coursework assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i>	
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	
Candidates work produced electronically is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensures:</i> <ul style="list-style-type: none"> • <i>access to this material is restricted (insert how)</i> • <i>appropriate security safeguards are in place (insert names/types of protection)</i> • <i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</i> 	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<ul style="list-style-type: none"> any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how) 	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for shortfall in work</i>	
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination assessments (8)/ VTQs (15) and (where applicable) Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work</i>	
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9)/ VTQs (5) and (where applicable) Instructions for conducting coursework (6) are followed Investigation and reporting procedures in the current JCQ document Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed</i>	
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	<i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not</i>	
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ document A guide to the special consideration process (5), to determine eligibility and the process to be followed for an extension</i>	
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ document A guide to the special consideration process (2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i></p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's Contingency plan (Teaching staff extended absence)</i></p>	

WHISTLEBLOWING POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy/procedure

Role	Name(s)
Head of centre	N Doward
Senior leader(s)	R Kidd
Exams officer	V Rogerson

Introduction

Whistleblowing at Stretford High is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations and assessments. The head of centre and governing body at Stretford High aim to create and maintain an approach to examinations and assessments that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations and assessments.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**¹, Stretford High will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ document **Suspected Malpractice: Policies and Procedures**² and provide such information and advice as the awarding body may reasonably require

This policy requirement was added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*³.

This policy sets out the whistleblowing procedures at Stretford High. It has been produced (and reviewed) by R Kidd who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. This individual is fully aware of the contents of this policy and will escalate any instances of malpractice through the head of centre to the relevant awarding body/bodies. This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership, and the steps which should be taken if suspected malpractice is not reported in line with JCQ requirements.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations and assessments if Stretford High fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

¹ Reference www.jcq.org.uk/exams-office/general-regulations/

² Reference www.jcq.org.uk/exams-office/malpractice/

³ Reference www.jcq.org.uk/examination-system/imc-home/

The Whistleblower

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

Reporting

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

However, there may be times when it may be more appropriate to refer the issue direct to the governing body, most often when the allegation is against the head of centre.

Examples of malpractice

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

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

Whistleblowing procedure

If an individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure⁴ to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)⁵ offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights⁶. This means that the worker does not need the same two years' service that is needed for other employment rights.

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

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

⁴ Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/

⁵ Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents

⁶ Reference <https://protect-advice.org.uk/pida/>

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it⁷.

Alternatively, a disclosure may be made to Ofqual⁸ as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Exams Officer Professional Standards

If an exams officer is completing the *Exams Officer Professional Standards* (see the National Association of Examinations Officers website for more information), as part of their annual professional development, they - and their line manager - will be required to sign a *Values and Attributes statement*.

By signing this statement the exams officer, and their senior leadership team/line manager, are identifying a set of common values and attributes. These include support for an exams officer when they are faced with a situation where they may be compromised by, or put under pressure to accept, a centre decision which may not align with JCQ and awarding organisation regulations (for example, being asked not to report an instance of suspected/actual malpractice). In such circumstances, the exams officer must act in line with the procedures set out in this policy.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'⁹. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity. A whistleblower can give their name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

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

⁷ Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/

⁸ Reference www.gov.uk/guidance/ofquals-whistleblowing-policy

⁹ Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

EMERGENCY EVACUATION POLICY (Exams) 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Exams officer	V Rogerson
Senior leader(s)	R Kidd
SENCo	D Rhodes

Purpose of the policy

This policy details how Stretford High deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so. (ICE 25.6)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice.

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

Special educational needs coordinator (SENCo) or equivalent role

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed through Candidate Exam Handbook, assembly, prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo (or equivalent role) and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken

- Ensures a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensures an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other relevant centre staff

- Support the senior leader, SENCo (or equivalent role), exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:

- report on candidate behaviour throughout the interruption/evacuation
- a judgement on the impact on candidates after the interruption/evacuation

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or a bomb alert or other emergency that leads to an evacuation of the exam room.

EMERGENCY EVACUATION PROCEDURE
Actions to be taken (as detailed in current JCQ Instructions for conducting examinations (25. Emergencies))
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room Candidates must be advised to close their answer booklet
Ensure the candidates leave the room in silence
Ensure candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted
Allow the candidates the remainder of the working time set for the examination once it resumes
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken (to be retained on file if required by an awarding body)
For on-screen assessments: <ul style="list-style-type: none">• candidates must be closely supervised if an emergency evacuation of the assessment room occurs• invigilators should refer to any software specific instructions to safeguard the security of the assessment content and candidates' responses (For example, pausing the assessment for all candidates and locking the evacuated assessment room without closing down the software)• invigilators should understand the procedures for re-starting an on-screen assessment after an emergency evacuation of the assessment room, controlling the re-starting of the assessment, re-setting the timing and ensuring, where appropriate, candidates can access their previous responses
Additional centre-specific actions to be taken
Students are to line up in silence at the fire assembly point as directed by the invigilators.



Procedure to verify the identity of all candidates at the time of the examination or assessment

This procedure is reviewed and updated annually to ensure that procedures to verify the identity of all candidates that are entered for examinations or assessments at Stretford High are managed in accordance with current requirements and regulations. References in this procedure to GR and ICE refer to the JCQ publications General Regulations for Approved Centres and Instructions for conducting examinations.

Purpose of the procedure

The purpose of this procedure is to confirm that Stretford High:

- verifies the identity of all students that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

1.Process to check candidate identity Internal candidates

The identity of students on roll at Stretford High is checked as part of the initial registration process. (GR 5.6) The process is undertaken by staff at the school.

Private candidates

The identity of students (private candidates), not on roll at a centre but who may be accepted to take examinations, must be checked by a verification process which involves photo-ID. (GR 5.6)

At Stretford High:

Our policy is not to accept private candidates. However, we do allow our final year candidates an opportunity to re-sit the following year. If this is the case, they are already known to us and we follow the same procedure as we do with our internal candidates

Procedures to verify candidate identity at the time of the examination/assessment Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16.1) The arrangements at Stretford High are:

Before the start of all examinations the Examinations Officer, and or Deputy Head (Exams) will go to each room to verify the identity of all candidates to ensure that everyone is accounted for. Candidates also have a candidate card on their exam desk with their photo. We do not generally rely on invigilators to identify students. However, when necessary, as a contingency plan, seating plan with student photos are provided for the invigilation team. At the time of all assessments teaching staff verify the identity of all students and complete a register.

The following measures are also in place:

- We only accept our own private candidates (i.e. candidates who have only just left) so they do not need to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination.
- We do not have issues with identifying candidates due to the wearing of religious clothing. This is supported by SLT/Year Team when required.
- Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.4)

3.Roles and Responsibilities The role of the exams office/officer

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (ICE 16.1)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.4).

MANAGING BEHAVIOUR POLICY (EXAMS) 2025/26

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the procedure

Role	Name(s)
Head of centre	N Doward
Senior leader(s)	R Kidd
Exams officer	V Rogerson

Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at Stretford High is managed in line with JCQ regulations.

1. Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, Stretford High will:

- ensure the JCQ Information for candidates documents (coursework, non-examination assessments, onscreen tests, social media and written examinations) and awarding body privacy notices are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place. (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters. (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed to reinforce what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments. (GR 5.8)
- At Stretford High candidates are made aware of JCQ information/briefed by: the issue of a handbook followed up with a briefing session or a special assembly led by the SLT lead for Exams. The briefing session will reinforce what candidates must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments.

2. Candidate malpractice

- 'Malpractice', means any act, default or practice which is a breach of the Regulations.
- Suspected malpractice means all alleged or suspected incidents of malpractice.
- 'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination.
- Inappropriate behaviour by a candidate in the examination room or assessment session is deemed 'candidate malpractice'.
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself.
- Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

3. Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at Stretford High:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room. If they do, this must be reported to the relevant awarding body.
- Candidates must not open the question paper until the examination begins. If they do, this must be reported to the relevant awarding body (ICE 19.1) Where a candidate is being disruptive, the invigilator must warn the candidate that they may be removed from the

examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification. (ICE 24.1)

- The head of centre, or authorised members of staff, have the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.1)
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination, including candidates, invigilators and centre staff, using the relevant JCQ forms (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ document Suspected Malpractice: Policies and Procedures (ICE 24.4)
- In cases of suspected malpractice, examination scripts must be packed as normal with Form JCQ/M1 being submitted separately to the relevant awarding body (ICE 24.6)

Additional information:

A disruptive candidate will be warned to correct their behaviour and dependent on the circumstances may be moved to an alternative seat in the exam room. Persistent disruptive behaviour will result in the candidate being removed from the exam by a member of SLT/Year 11 team and the behaviour being reported to the relevant exam board for a decision to be made.

4. Roles and responsibilities

The role of the invigilator

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice. (ICE 20.2)
- Warn a disruptive candidate that they may be removed from the examination room. (ICE 24.1)
- Record what has happened and actions taken on the exam room incident log. (ICE 24.1)

The role of the Exams Officer

- Ensure that the JCQ Information for candidates documents (coursework, non- examination assessments, on-screen tests, social media and written examinations) are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters. (GR 5.8)
- Ensure when conducting examinations that the JCQ Unauthorised items and Warning to candidates posters are displayed in a prominent place for all candidates to see prior to entering the examination room. (GR 5.8)
- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification. (ICE 24.1)

Additional responsibilities:

A persistently disruptive candidate may be removed by a member of SLT, to avoid disturbance to other candidates. The candidate who has been removed may not be permitted to continue with their exam paper. The role of the head of centre where a candidate is seriously disrupting others, makes the decision (or authorised members of staff make the decision) to remove the candidate from the examination room. (ICE 24.1)

Report to the awarding body immediately all cases of alleged, suspected or actual malpractice in connection with the examination, including candidates, invigilators and centre staff, by completing the relevant JCQ forms. (ICE 24.3)

The role of the senior leader

- Ensure support is provided for the exams officer and invigilators when dealing with disruptive candidates in examination rooms.
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate.

Additional responsibilities:

The SLT lead to exams, along with the Exams Manager will decide if the candidate can continue with their exam in another exam room, away from others.

Examples of 'candidate malpractice' These include (but are not limited to):

Introduction of unauthorised material into the examination room

Own blank paper - used for rough work; used for final answers.

Calculators, dictionaries (when prohibited) - not used; used or attempted to use.

Bringing into the examination room notes in the wrong format or prohibited annotations
- notes/annotations go beyond what is permitted but do not give an advantage / content irrelevant to subject; notes/annotations are relevant and give an unfair advantage; notes/annotations introduced in a deliberate attempt to gain an advantage.

Unauthorised notes, study guides and personal organisers - content irrelevant to subject; content relevant to subject; relevant to subject and evidence of use.

Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, smart glasses, smart devices, AirPods, earphones and headphones) - not in the candidate's possession but make a noise in the examination room; in the candidate's possession but no evidence of being used by the candidate; in the candidate's possession and evidence of being used by the candidate.

Watches (not smartwatches) - in candidate's possession.

Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations - minor non-compliance: e.g. sitting in a non-designated seat / continuing to write for a short period after being told to stop; major non-compliance: e.g. refusing to move to a designated seat / significant amount of writing after being told to stop; repeated non-compliance.

Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations - leaving examination early (no loss of integrity) / removing script from the examination room, but evidence of the integrity was maintained; removing script from examination room but with no proof that the script is safe / taking home materials; deliberately breaking a timetable clash supervision arrangement / removing script from the examination room and with proof that the script has been tampered with / leaving examination room early so integrity is impaired.

Disruptive behaviour in the examination room or assessment session (including use of offensive language) - minor disruption lasting a short time / calling out, causing noise, turning around; repeated or prolonged disruption / unacceptably rude remarks / being removed from the examination room / taking another's possessions; warnings ignored / provocative or aggravated behaviour / repeated or loud offensive comments / physical assault on staff or property.

Exchange, obtaining, receiving, or passing on information (or the attempt to) which could be examination related

Verbal communication - isolated incidents of talking before the start of the examination or after papers have been collected; talking during the examination about matters not related to the exam / accepting examination related information; talking about examination related matters during the exam / whispering answers to questions.

Communication - passing/receiving written communications which clearly have no bearing on the assessment; accepting assessment related information; passing assessment related information to other candidates / helping one another / swapping scripts.

Offences relating to the content of candidates' work

The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non- examination assessments or portfolios; Isolated offensive words or drawings; Frequent offensive words or drawings / isolated obscenity or offensive comments directed at an individual or group; Frequent obscenities / discriminatory language, remarks or drawings directed at an individual or group.

Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing - minor amount of plagiarism/poor referencing in places; plagiarism from work listed in the bibliography or referenced/acknowledged / or minor amount of plagiarism from a source not listed in the bibliography or referenced/acknowledged; plagiarism from work not listed in the bibliography or referenced/acknowledged / or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced/acknowledged.

SPECIAL CONSIDERATION POLICY 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
Head of centre	N Doward
Senior leader(s)	R Kidd
SENCo	D Rhodes
Exams officer	V Rogerson

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What defines special consideration?

Special consideration can only be awarded where a candidate has been fully prepared for assessments and covered the entire course but their ability to demonstrate their subject knowledge and understanding is materially affected by adverse circumstances beyond their control at the time of the assessment(s).

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre and the candidate meets the published criteria for special consideration with evidence in place.

If the centre does not support an online application for special consideration, then it must not be submitted to the relevant awarding body or bodies. Speculative applications for special consideration cannot be accepted.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

Centres must not submit applications for special consideration for trivial cases.

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification. (JCQ's **A guide to the special consideration process**, 1)

This document is further referred to in this policy as [SC](#)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Stretford High will submit any applications for special consideration where candidates meet the published criteria. (JCQ's [General Regulations for Approved Centres](#), 5.9)

Eligibility for special consideration

Roles and responsibilities

Head of centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ document *A guide to the special consideration process*
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

Exams officer

- Understands the criteria as detailed in *A guide to the special consideration process* to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

Teaching staff and/or SENCo (or equivalent role)

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying for special consideration

Where eligible, special consideration will be applied for at the time of the assessment where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. ([SC 2](#))

For candidates who are present for the assessment but disadvantaged Stretford High must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment. (SC 3)

1. Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
 - the candidate will be kept comfortable and under centre supervision from the required time while appropriate arrangements are put in place for the candidate to take the exam in the best possible conditions
 - a judgement will be made on how the candidate's situation or disposition affected performance in the exam
 - where appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation, etc.), an online application for special consideration will be submitted to the relevant awarding body where candidates have been disadvantaged.
3. Special consideration will be applied for an allowance on the last paper taken in a day when a candidate has been entered for three or more exams **timetabled for the same day** and the total duration of those papers is more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 examinations) or more than 6 hours (GCE and Level 3 examinations). (Where extra time has been used following formal approval, this will be included in the calculation. Supervised rest breaks **will not** be included in the total duration of the papers when applying for special consideration.)
4. Where a candidate may be affected a minor disturbance in the exam room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm, the candidate would not be eligible for special consideration.

The centre **must not** submit applications for special consideration for trivial cases.

Examples of trivial cases which **would not** warrant special consideration include, but are not limited to:

- A bird tweeting outside the examination room
- A lorry reversing
- A toilet being flushed
- Doors in a corridor adjacent to the examination room opening and closing
- Very short, momentary noise from, for example, aeroplanes, helicopters or lawn mowers (SC 1)

If a candidate is absent from a timetabled component or unit for acceptable reasons, and the centre is prepared to support an application for special consideration, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met.

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC 4)

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in SC 5 and applied for where eligible. This might include, for example:

- other certification
- shortfall in work (coursework/non-examination assessment)
- lost or damaged work (non-examination assessment components)
- candidates issued with an incorrect or incomplete question paper, set the wrong coursework or non-examination assessment task or taught the wrong set text

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in other vocational qualifications, the centre will follow SC 7 and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

Roles and responsibilities

Head of centre

- Ensures, before any applications are processed, that the centre is satisfied that the candidates' circumstances warrant special consideration, as set out within the JCQ document *A guide to the special consideration process*
- Ensures that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body

Senior leadership team

- Authorises appropriate evidence to support all eligible applications
- Ensures that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

Exams officer

- Understands that special consideration must be applied for at the time of the assessment
- Understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, special consideration should only be applied for the most serious indisposition
- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support all applications on file until after the publication of results and provides the appropriate evidence authorised by a member of the senior leadership team to support an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Will be asked to provide any medical or other evidence that may be required to support an application for special consideration
- Will be informed that all cases must be dealt with by the centre

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in [SC](#).

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be retained on file until after the publication of results.

Timetabled written exams

- Applications for individual candidates will be submitted online (where the awarding body's secure system accepts these) by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams affected where a candidate is present but disadvantaged and a separate application for each day on which exams are missed where a candidate is absent from an examination for an acceptable reason, detailed in [SC 6](#) will be followed
- [Form 14 Self certification form](#) (Self certification for candidates who have missed an examination) will only be completed by a candidate/parent/carer where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or [Form 10 Application for special consideration](#) will be completed and submitted to the awarding body
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted by completing form 10-attached to a breakdown of marks across the assessment objectives

Private candidates

- Any private candidate entered by the centre must liaise with the exams officer (not the awarding body) regarding any application for special consideration

Applications post-publication of results

- If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce compelling evidence to support a late application

The application must be submitted before the deadline for reviews of results for the respective exam series.

ACCESS TO SCRIPTS, REVIEW OF RESULTS AND APPEALS PROCEDURES 2025/26

Purpose of the procedures

The purpose of these procedures is to confirm how Vega College deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13). Details of these procedures are made widely available and accessible to all candidates by: Candidate Exam booklet

Introduction

Following the issue of results, awarding bodies make post-results services available.

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

Access to Scripts (ATS):

Copies of scripts to support reviews of marking.

Copies of scripts to support teaching and learning Reviews of Results (RoRs):

Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests

Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications, GCSE specifications and Level 1, 2 Vocational and Technical qualifications.

Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications and Level 3 Vocational and Technical qualifications.

Service 3 (Review of moderation): This service is not available to an individual candidate Appeals:

the appeals process is available after receiving the outcome of a review of results.

The arrangements for post-results services

Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)

A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)

The appeals process is available after receiving the outcome of a review of results (PRS 5.1) At Vega College:

Candidates are made aware of the arrangements for post-results services prior to the issue of results

Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking (GR 5.13, PRS 4.1) Candidates are made aware/informed by:

Arbor email - Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by:

Sent to students before results day

Dealing with requests

All post-results service requests from internal candidates must be made through the centre (GR 5.13) At Vega College the process to request a service is:

By completing a Post results service request, consent and payment form available from the exams officer and senior leaders

Candidate consent

- Candidates must provide their written consent for clerical re-checks, reviews of marking, and any subsequent appeal, and access to scripts services offered by the awarding bodies after the publication of examination results (GR 5.13)
- (As applicable, it will be ensured that any private candidates are made aware that all post-results service requests can be made directly through the relevant awarding body)
Stretford High will:
 - Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking, and any subsequent appeal, or an access to scripts service request is submitted to the awarding body
 - Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
 - Only collect candidate consent after the publication of results
 - Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
 - Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS Appendix B)

Submitting requests

Stretford High will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ document Post-results services (GR 5.13)
- Submit requests for appeals in accordance with the JCQ document A guide to the awarding bodies' appeals processes (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Dealing with outcomes

Stretford High will:

Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13) Candidates will be notified by: email/telephone.

Managing disputes

At Stretford High any dispute/disagreement will be managed in accordance with internal appeals procedure to manage dispute when a candidate disagrees with the centre's decision.