St Paul's Catholic School

Exams Policy 25-26

Approved by:	Examinations Officer	Date: December 2025
Last reviewed on:	December 2025	
Next review due by:	October 2026	

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs Z McDonagh	
Date of next review	Oct 2026

Key staff involved in the policy

Role	Name(s)
Head of centre	Shelley Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other Staff	Mr D Weston (Operations Manager)

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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.

This policy will be communicated to all relevant centre staff.

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 should 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)

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 (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 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.

Contingency Plan – See Appendix 1

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:
    o the importance of creating strong, unique passwords for all accounts
    o keeping all account details strictly confidential
    o the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access
    o how to properly set up and use MFA for both centre and awarding bodies' systems
    o an awareness of all types of social engineering/phishing attempts
    o 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. The NCSC training resource provides a certificate of completion of cyber training.

- 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
- implementing and enforcing robust security measures, including:
    o 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
    o 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 – See Appendix 2

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 ~~in order~~ 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 (or equivalent role), 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 (or equivalent role) 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 – See Appendix 3

- 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:
    - 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
    - reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
    - receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
    - 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*
    - 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, and/or 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 papers

  and 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, or 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) – See Appendix 4

  - a complaints policy

  ### Complaints Policy (Exams) – See Appendix 5

  - a conflicts of interest policy

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:

- o 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
- o centre staff are taking qualifications at this centre which do not include internally-assessed components/units*
- o 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:
  - o 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
  - o 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) – See Appendix 6

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

Contingency Plan – See Appendix 1

- o a data protection policy

Data Protection Policy (Exams) – See Appendix 7

- o equalities policy

Equalities Policy – See Appendix 8

- o 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

Internal Appeals Procedure – See Appendix 9

- o a malpractice policy which covers all qualifications delivered by the centre. The policy must detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments and 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).

Malpractice Policy – See Appendix 10

- o a policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated (For CCEA GCSE centres this would be a written controlled assessments policy)

Non-examination Assessment (including controlled assessments and coursework) **Policy – See Appendix 11**

- o a whistleblowing policy

Whistleblowing Policy (Exams) – See Appendix 12

- o a policy on the use of word processors in examinations

Word Processor Policy (Exams) – See Appendix 13

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 ~~temporary~~ 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*

- assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and fully support the SENCo in effectively implementing those arrangements once approved

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, that 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) or equivalent role

- 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

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

<u>Access arrangements</u>

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

Alternative Rooming Arrangements Policy (Exams) – See Appendix 15

Senior leaders, Teaching staff

- Support the SENCo (or equivalent role) in determining and implementing appropriate access arrangements/reasonable adjustments
- (Senior leader) Provides an annually reviewed and updated word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

<u>Internal assessment and endorsements</u>

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

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 senior leaders (or relevant roles) 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

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

If applicable to the centre, overtype details here how re-sit entries are managed and charged for (or delete this table and the heading above it if not deemed appropriate to include here)

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 (or equivalent role)

- 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:
  - exam timetable clashes
  - arriving late for an exam
  - absence or illness during exams
  - what equipment is/is not provided by the centre
  - food and drink in exam rooms
  - unauthorised items in exam rooms
  - when and how results will be issued and the staff that will be available
  - post-results services information and how the centre will deal with requests from candidates
  - when and how certificates will be issued

Access to Scripts, Reviews of Results and Appeals Procedures – See Appendix 16

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 – See 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
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates

SENCo (or equivalent role)

- 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

Centre consortium arrangements

Exams officer

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Senior leaders

- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

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
  - o 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

Candidate absence

Candidate Absence Policy – See Appendix 18

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 behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised items* below.

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 – See Appendix 19

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)

<u>Exam rooms</u>

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) – See Appendix 20

Leaving the Examination Room Policy - See Appendix 21

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 invacuation (lockdown)

Emergency Evacuation Policy (Exams) – See Appendix 22

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) – See Appendix 23

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 – See Appendix 24

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

Arrangements for unauthorised items taken into the exam room

Overtype here the centre's arrangements for how unauthorised items taken into the exam room and candidate personal belongings not allowed at exam desks are dealt with (where they are stored etc.) (or delete this table and the heading above it if not deemed appropriate to include here)

Refer for prompt to ICE (18)

Invigilators

- Are informed of the arrangements through training

Internal exams/assessments

Exams officer

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

Invigilators

- Conduct internal exams as briefed by the EO

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

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

(insert job role title)

- 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 – See Appendix 25

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 – See Appendix 26

St Paul's Catholic School

CONTINGENCY PLAN
2025/26

This plan is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of Next review	October 2026

Key staff involved in the plan

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Rev S O'Looskan (Deacon)
Exams officer	Mrs Z McDonagh
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other staff	Mr D Weston (Operations Manager)

Contents

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process at St Paul's Catholic School. 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 St Paul's Catholic School'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), St Paul's Catholic School **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.

St Paul's Catholic School **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.

St Paul's Catholic School **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 St Paul's Catholic School completes the National Centre Number Register annual update by the end of October every year (even it 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 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 Officer will ensure that all essential information is available to Mrs F Bhana who is the SLT overseeing Exams and Mr D Weston (Operations Manager) who will also deputise in the absence of the Exams Officer.
- Exams Officer will meet regularly with Mrs F Bhana to update her on where we are within the exam cycle, what processes have been completed and what is next.
- Exams Officer will ensure an Exams Planning timetable is available for Mrs Bhana and Mr Weston throughout the year.

2. **SENCo** (or equivalent role) **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

- Nominate a suitable deputy from SLT to cover a role/task, who will follow all procedures and practises within the SENCo remit
- Head of Centre to ensure a suitable assessor holding the required qualifications will be available to test candidates for possible Access Arrangement applications.
- Exams Officer will ensure relevant information and access to exam boards is available to the nominated person/s.
- Approval from exam boards and exam arrangements could be passed onto the exams officer with sufficient warning and planning time.

3. **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
- Ensure Subject Leads/Heads of Faculty work closely with the Exams Officer and should take responsibility for any missing entries, coursework and assessment marks in the absence of a member of teaching staff.   - In the absence of Subject Leads/Head of Faculty, the 2nd in department responsible for KS4/5 to cover tasks such as making and checking entries.   - Ensure entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries.

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

Criteria for implementation of the plan
Failure to recruit and train sufficient invigilators to conduct exams
Invigilator shortage on peak exam days
Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption
- Exams Officer will use either/or both non-teaching staff or teachers from other subjects within school if required   - Exams Officer to use an appropriate agency to supply extra invigilators   - Exams Officer will ensure a specific exams day contingency plan is in place

5. 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
- Where the exam venue/s are unavailable due to an unexpected incident at exam time, where possible the Exams Officer will make use of other rooms within the centre prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.   - Identify whether the exam or timetabled assessment can be sat at an alternative venue in agreement with the relevant awarding body.   - Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue.   - Ensure the secure transportation of question papers or assessment materials to the alternative venue.   - After the exam, consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been materially affected and if so, apply for Special Consideration.   - Pre-planning at all stages is essential and includes sourcing alternative accommodation at other local schools/community centres/church halls and other appropriate accommodations, moving lessons and classes in order to accommodate timetabled exams and assessments and closing a part or all of the school if necessary.

6. 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. The NCSC training resource provides a certificate of completion of cyber training.

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

7. 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

- (This will include the security arrangements put in place which protect candidates' work)

(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.

- Exams Officer will contact all the relevant awarding bodies to inform of the situation and make sure there is no impact on entries and the issuing of results to students.

8. 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

- Refer to and invoke the Emergency Evacuation Policy in line with JCQ's 'Centre Emergency Evacuation Procedure' or follow the centre's Lockdown Policy.
- Contact the relevant awarding body as soon as possible and follow its instructions.
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- After the exam, consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been materially affected and if so, apply for Special Consideration.
- Exams Officer will make sure the Invigilators are all aware of the Emergency Evacuation and the Lockdown processes and where appropriate, assembly points. Instructions will also be included in each of the Exam Room Packs.
- Exams Officer and Invigilators will maintain the security of any exam papers once a room has been evacuated.

9. 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

(Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examination * in the case of modular courses, centres may advise candidates to sit examinations in an alternative series * centres should have plans in place to facilitate alternative methods of learning)

The Centre will:

- Recognise it remains responsible to continue to prepare students as usual for examinations and will facilitate alternative methods of learning.
- Communicate with candidates (and where appropriate parents/carers) information relating to alternative methods of learning.
- Communicate with parents, carers and students about the disruption to teaching time and provide appropriate work via usual school systems that include Satchel One and other web-based applications.

- Exams Officer will advise the appropriate awarding bodies as appropriate
- In extreme circumstances, students can be advised they will be entered for their exam or assessment in the next available exam series.
- Exams Officer will take advice offered by the awarding body/bodies regarding alternative arrangements for conducting examinations that may be available.

- Exams Officer will seek further advice from the appropriate awarding body/bodies on the options for candidates who have not been able to take scheduled examinations.
- Where appropriate, candidates will be advised of the opportunities to take their exam or assessment at a later date.

10. 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

- (Centres' contingency plans should focus on options that enable candidates to take their examinations)

  * 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

The centre will:

- Take advice offered by JCQ and awarding bodies on the options for candidates who may not be able to take scheduled examinations

- Discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency or other event outside of their control.

- Identify whether the exam or timetabled assessment can be sat at an alternative venue and if agreed by the awarding body, the Exams Officer will ensure the secure transportation of the question paper/s or assessment materials to the alternative venue.

- Communicate with the relevant awarding bodies to make them aware of the issue and where necessary, the Head of Centre will communicate solutions to candidates and/or parents/carers.

- Exams Officer will apply for Special Consideration for affected students

- Exams Officer will arrange for affected student/s to be isolated away from the main cohort to sit exams later where possible.

- Where appropriate, candidates will be advised of the opportunities to take their exam or assessment at a later date.

11. 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

- (Centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of not being able to open as normal)

(This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).)

* The decision on whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies * Special consideration is an option if all other avenues have been exhausted and candidates meet the published criteria * The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required

The centre will:

- Take advise or follow instructions from relevant local or national agencies in deciding whether the centre can open.

- Contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conduction of examinations and notifying the JCQ centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site Form online using the Centre Admin Portal (CAP).

- Contact the relevant awarding body/bodies as soon as possible and follow their instructions.

- Discuss alternative arrangements with the awarding body if the exam or assessment cannot take place and follow the provided guidance on the conduct of examinations in such circumstances.

- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

- Communicate with candidates (and where appropriate, parents and carers) any changes to the exam or assessment timetable or to the venue.

- Source appropriate alternative sites local to St Paul's Catholic School including local schools, community centres/church halls etc.

- If appropriate, students can be advised they will be entered for their exam or assessment in the next available exam series.

- Consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been materially affected and if so, apply for Special Consideration.

12. 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

- (* awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances. * as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date)

The centre will:

- Liaise with awarding bodies regarding the provision of electronic access to examination papers vis a secure external network and will ensure when copies are received/printed, these are stored under secure conditions.
- Follow guidance provided by the awarding body on the conduct of examinations in such circumstances.
- Understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling the examination on an alternative date.

- Communicate with candidates (and where appropriate, parents and carers) any changes to the exam or assessment timetable.

- Exams Officer and Subject Heads will check and finalise the exam entries in good time before the entry deadline dates.

- Exams Officer / Nominated centre staff will check all exam papers on arrival making sure the correct paper and amounts have been received and will alter the appropriate organisation of any discrepancies.

- If required, the Exams Officer will download papers from the appropriate awarding body/bodies secure website and print via the secure print system in the reprographics room where access will be restricted during the printing.

13. 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

- (* where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions * for examinations where centres make their own collection arrangements, they should investigate alternative options that comply with the JCQ document *Instructions for conducting examinations* * centres to ensure secure storage of completed examination scripts until as close to the collection time as possible)

The centre will:

- Where examinations are part of the national 'yellow label' service or where the awarding organisations arrange collections, seek advice from the relevant awarding body and will not make alternate arrangements unless told to do so by the awarding organisation.
- Make sure completed examinations are kept in the secure storage room until approx. 15 mins before the scheduled collection time where it will be taken to reception, stored in a lockable cupboard and will be supervised until collection in line with JCQ regulations.

- Exams Officer will make sure that for any examinations where the centre makes its own arrangements for transportation, that the alternative dispatch options will comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.

14. 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)

The centre will:

- Liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body.
- Where marks cannot be generated by the awarding body, inform candidates they may need to retake the affected assessment in a subsequent series and the Head of Centre will inform students and their parents/carers by letter.
- Immediately contact and inform the relevant awarding body/bodies.

15. 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)

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

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

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

- (Distribution of results: ***** centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation ***** centres to make arrangements to coordinate access to post results services from an alternative site ***** centres 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)

The centre will:

- Where possible make arrangements to access results and share facilities at an alternative venue in agreement with the relevant awarding body/bodies.
- Make arrangements to co-ordinate the post-results services and make requests from an alternative venue.
- Contact the relevant award body/bodies if electronic post-results requests are not possible and follow any given process.
- Communicate any changes to the collection of results or post results services to staff, students and parents/carers as soon as 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 JCQ's notice to centres on exam contingency plans and JCQ'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 JCQ'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 ~~arrangements~~. 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 examination**s 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

St Paul's Catholic School

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

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Governor(s)	
Head of centre	Mrs S Conaghan
Senior leader(s) i/c exams	Mrs S Conaghan (Principal) Mrs J Laider (Vice Principal) Mrs Sarah Hodgson (Senior Assistant Principal & DSL) Mrs Faiza Bhana (Assistant Principal) Miss Laura Boyle (Assistant Principal & SENCo) Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff	Mr D Weston (Operations Manager)

Purpose of the policy

At St Paul's Catholic School, 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 St Paul's Catholic School 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 St Paul's Catholic School 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 St Paul's Catholic School'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 St Paul's Catholic School 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
- 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
- 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 St Paul's Catholic School 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 online training.

Best practice, advice and guidance from National Cyber Security Centre (and The Exams office for our Exams Officer) is observed for all IT systems, particularly those where learner information, learner work or assessment records are held.

National Cyber Security Centre (NCSC) training and guidance is followed at St Paul's Catholic School which includes:

- 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

The Exams Office training and guidance is followed by the Exams Officer at St Paul's Catholic School 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

- Password governance follows National Cyber Security Centre guidance
- Exams office staff are informed that password length is a more valuable defence than complexity and instructed to use a password creation approach such as three random words to generate suitably secure passwords
- Exams office staff will not use easily guessable information such as birthdays, singular names or common words for a password
- 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
- Staff who require access to a system will request their own user account and never share an account assigned for their use with anyone else. Staff are reminded that anything done with an account assigned to someone will be attributed to that person in the first instance

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 except their senior leader/line manager

- 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 by contacting the IT Helpdesk

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
- 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

St Paul's Catholic School

ESCALATION PROCESS 2025/26

This process is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the plan

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal)
	Rev S O'Looskan (Deacon)
Exams officer	Mrs Z McDonagh
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other staff	Mr D Weston (Operations Manager)

Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that St Paul's Catholic School 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 St Paul's Catholic School 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 the head of centre (Mrs S Conaghan) or the member of senior leadership with oversight of examination and assessment administration (Mrs F Bhana), responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Mrs Z McDonagh (Exams Officer) overseen by Mr D Weston (Operations Manager).

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:
        - JCQ Centre Inspection Service Changes
    - Policies available for inspection
      Specific JCQ documents for reference:
        - General Regulations for Approved Centres (5)
        - Instructions for conducting examinations (25)
        - Access Arrangements and Reasonable Adjustments (5)
    - Personal data, freedom of information and copyright

Centre-specific information for reference

A hard copy of these publications can be accessed in the JCQ Documents Folder located in the Exams Office. Electronic copies can be found here –

https://aquinascmat-my.sharepoint.com/personal/zmcdonagh_st-pauls_leicester_sch_uk/_layouts/15/guestaccess.aspx?share=Ev86vN_duUxFlcxwErqabFMBDkE9y2ny9GfBwNKoPPrIug&e=QwXTbm

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre (Mrs S Conaghan) or the member of senior leadership with oversight of examination and assessment administration (Mrs F Bhana), responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Mrs Z McDonagh (Exams Officer) overseen by Mr D Weston (Operations Manager).

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 the head of centre (Mrs S Conaghan) or the member of senior leadership with oversight of examination and assessment administration (Mrs F Bhana), responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Mrs Z McDonagh (Exams Officer) overseen by Mr D Weston (Operations Manager).

The centre also has in place has in place a member of the senior leadership team (Mrs F Bhana) who will provide support and guidance to the examinations officer (Mrs Z McDonagh) 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 the head of centre (Mrs S Conaghan) or the member of senior leadership with oversight of examination and assessment administration (Mrs F Bhana), responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Mrs Z McDonagh (Exams Officer) overseen by Mr D Weston (Operations Manager).

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

ST. Paul's Catholic School
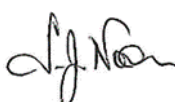
Safeguarding and Child Protection Policy, 2025-2026

Safeguarding and promoting the welfare of children in Keeping children safe in education (2025) means:

- Providing help and support to meet the needs of children as soon as problems emerge;

- Protecting children from maltreatment whether that is within or outside the home, including online;

- preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children from suffering, or being likely to suffer, significant harm

Document Provenance

Title of policy	Safeguarding and Child protection Policy, 2025-2026
Author and Policy Owner	Director of Safeguarding
Version number	7
Date and approved by	1st September 2025; **Browne Jacobson**
Date approved and adopted by	12th September 2025: St Thomas Aquinas Catholic Multi Academy Trust Board of Directors
Date of next review	At least annually; on or before September 2026

	Document review and editorial updates	
Version control and signature	**Date**	**Key revisions**
6 [Chair of Directors]	1st September 2024	Updates from Keeping children safe in education, 2024 which include: filtering and monitoring systems and responsibilities; children absent from education; illegal to cause a child under 18 to marry; zero tolerance culture towards transphobia; inform short listed candidates that online searches will be carried out on the successful candidate as part of our due diligence.
	10th February 2024	Updates to Woking Together to Safeguard Children Dec.2023, and the Prevent Duty Guidance, Dec.2023. This includes further examples of particularly vulnerable children staff need to be to be aware of, the need for DSLs/Prevent Leads to undertake additional in-depth Prevent training and delivering referral training to staff, prevent concerns should be transferred securely when a child moves to another school, the need to build resilience to radicalisation through the curriculum, effective policies, Inc. effective protocols for visiting speakers'
	15th July 2024	New definition of safeguarding. Throughout the document, minor technical changes from KCSIE 2024. An updated list of early help indicators. Updates to children who are LGB or gender questioning. School needs to create a culture where LGBT or gender questioning pupils can speak out or share any concerns with staff. Updates from the Cass review –section is still under review. Updated definition of early help. The section on preventing radicalisation is still under review. An updated definition of radicalisation. DSL's written records should include the rationale for decisions made. Throughout KCSIE,

| | | abuse is defined as abuse, neglect and exploitation. |
| | 12th September 2025 | Revised RSHE guidance: Schools can use this curriculum this year, but must have implemented the new guidance by September 2026 Filtering and monitoring: A new link added to the DfE guidance 'Generative AI' which explains how filtering and requirements apply to the use of generative AI in education, and how to use it safely. The DfE's 'Working together to improve attendance' is now statutory guidance. Harmful sexual behaviour: New link added to Shore Space, online support for children needing help about harmful sexual behaviour. Virtual Headteacher: has non statutory responsibility to promote educational achievement of all children in Kinship care. The teacher for Looked after children should liaise with the Virtual Headteacher. Alternative Provision: tightened oversight by schools, e.g obtain written confirmation that the AP provider has carried out safeguarding checks for all their staff, school should carry out regular reviews to ensure the AP remains safe and meets the needs of the child |

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1 Our strong safeguarding culture and commitment

1.1 Why it is important

1.1.1 Safeguarding is everyone's responsibility, and it is the duty of St Thomas Aquinas CMAT and St. Paul's to safeguard and promote the welfare of children. This is our core safeguarding principle.

1.1.2 In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

1.1.3 One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers,

LGB governors and CMAT Foundation Directors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law, guidance and best practice.

1.1.4 This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

1.2 What it means for our pupils

1.2.1 We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.

1.2.2 All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in a child protection or safeguarding issue will receive appropriate support.

1.2.3 Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils, and we set a good example by conducting ourselves appropriately.

1.2.4 Identifying safeguarding and attendance and/or child protection concerns often begin with recognising changes in pupils' attendance and/or behaviour and knowing that these changes may be signs of abuse, neglect or exploitation.

1.2.5 All our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

2 Safeguarding legislation and guidance

2.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Nudes and semi-nudes 2024

- What to do if you're worried a child is being abused (2015)
- Prevent Duty guidance: Guidance for specified authorities in England and Wales (2024)
- The Teacher's Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002
- Guidance for safer working practice for those working with children and young people in education settings (Feb 2023)
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021
- PACE Code C 2019

3   Roles and responsibilities

The Designated Safeguarding Lead (DSL) is:

Sarah Hodgson

Contact details: email: SHodgson@st-pauls.leicester.sch.uk

The deputy DSL(s) is/are:

L Boyle

Contact details: email: LBoyle@st-pauls.leicester.sch.uk

The LGB safeguarding governor is:

Duncan Macdonald

Contact details: email: Duncan.Macdonald@st-pauls.leicester.sch.uk

The school Principal is:

Shelley Conaghan

Contact details: email: SConaghan@st-pauls.leicester.sch.uk

3.1   The Designated Safeguarding Lead (DSL):

3.1.1   The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff

- understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online
- working with the CMAT Director of Safeguarding and the Local Governing Body (LGB) to confirm that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- liaising with the Headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances.
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- taking part in **all** strategy discussions and inter-agency meetings
- keeping detailed, accurate, secure written records of all concerns, discussions and decisions, including the rationale for those decisions
- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school within the 5-day period

3.2 The deputy Designated Safeguarding Lead(s):

3.2.1 Our Deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL.

3.3 The LGB Safeguarding Governor

3.3.1 The role of the LGB Safeguarding Governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of the Governance Handbook and Keeping children safe in education 2025
- supporting and challenging the DSL on the standards of safeguarding at the school
- verifying that consistent and compliant safeguarding practice takes place across the school and the school has appropriate filtering and monitoring systems in place and their effectiveness reviewed

This includes:

.1 Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring

.2 Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

.3 Carrying out, along with the DSL, an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

- updating the Local Governing Body and Board of Directors about the standard of safeguarding in the school

3.3.2 The DSL and the LGB Safeguarding Governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

4 Children who may be particularly vulnerable

4.1 Some children are at greater risk of abuse both online and offline. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality;
- are vulnerable to being bullied, or engaging in bullying;
- are disabled or has certain health conditions and specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- are frequently going missing/goes missing from education, home or care;
- are at risk of being radicalised or exploited;
- are in a family circumstance presenting challenges for the child, such as drugs and alcohol misuse, adult mental health issues and domestic abuse;
- are misusing alcohol and other drugs themselves;
- experience or have experienced mental health difficulties;
- are a young carer;
  are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- are privately fostered;
- has a parent or carer in custody, or is affected by parental offending;
- has experienced multiple suspensions, or is at risk of being permanently excluded from schools/colleges and in Alternative Provision or a Pupil Referral Unit;
- are at risk of so-called 'honour'-based abuse, such as FGM or forced marriage.

5 Children with special educational needs and disabilities

5.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and are three times more likely to be abused than their peers. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation that other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.2 Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

6   Children who are absent from education

6.1   Children being absent from education, for prolonged periods on an increasing basis and/or on repeat occasions, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

6.2   We closely monitor attendance, absence and exclusions and our DSL will take appropriate and proactive steps including notifying the local authority, particularly where children go missing on repeated occasions, on an increasing basis and/or are missing for periods during the school day.

6.3   Our response to pupils' unexplainable and/or persistent absences from education will focus on identifying abuse and preventing them from becoming children missing education in the future

6.4   We will follow the statutory guidance 'Working together to improve school attendance' which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns. Click here for the guidance document.

7   Alternative Provision (AP)

7.1   Where a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will ensure we are satisfied that the placement meets the pupil's needs.

7.2   The cohort of pupils in Alternative provision often have complex needs. We will ensure that our governing body and proprietors of these settings are aware of the additional risk of harm that our pupils may be vulnerable to.

7.3   We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment, such as those checks that schools would otherwise perform on their own staff.

7.4   To ensure we are always aware of where a pupil is based during school hours, we will keep records of the alternative provider's address and any subcontracted provision or satellite sites the pupil may attend. To provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs, we will carry out frequent reviews (at least half-termly).

8   Mental health

8.1   Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

8.2   All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

8.3   Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL/senior mental health lead who will alert other relevant agencies as necessary.

9 Children who are lesbian, gay, bisexual or gender questioning

9.1 The fact that a child or a young person may be LGB or gender questioning is not in itself an inherent risk factor for harm. We recognise however, that children who are, (or are perceived to be) lesbian, gay, bisexual or gender questioning can be targeted by other children. We also recognise that LBTQ+ children are more likely to experience poor mental health. Any concerns you may have should be reported as soon as possible to the DSL

9.2 When families/carers are making decisions about support for gender questioning children, they will be encouraged to seek clinical help and advice. This will be done as early as possible when supporting pre-pubertal children

9.3 When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and the pupil may have wider vulnerability, such as complex mental health or psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD)

9.4 The risk to these children can be compounded where children who are LGB or gender questioning lack a trusted adult with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

9.5 We foster **a culture of zero tolerance** towards sexism, misogyny/misandry, homophobia**, biphobia** and transphobia

10 Child-on-child abuse

10.1 Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

10.2 All staff should be clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.

10.3 Child-on-child abuse can take many forms, including:

- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
- **bullying,** including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- **causing someone to engage in sexual activity without consent,** such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery**) including pressuring others to share sexual content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **initiation/hazing** – used to induct newcomers into sports teams or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

10.4   Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

10.5   All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

10.6   It is important that when **staff have any concerns about child-on-child abuse they should speak to the DSL**

10.7   **Minimising risk**

10.7.1 We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Referring a pupil to the Lucy Faithful Foundation's 'Shore Space' which offers a safe space and a confidential chat service to support teenagers worried about sexual behaviour.

10.8   **Investigating allegations**

10.8.1 All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- **Gather information -** children and staff will be spoken with immediately to gather relevant information.

- **Decide on action -** if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Safeguarding and Child Protection policy.

- **Inform parents -** we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

- **Record** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

10.8.2 Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2025.

10.8.3 Children can report allegations or concerns of child-on-child abuse to any staff member, confident that the staff member will pass on the allegation to the

DSL in accordance with this policy. To ensure children can report their concerns easily, the school ensures each child has at least one trusted adult who they are encouraged to speak to, to confidently report abuse. In addition, the school has POPA (Peer on peer abuse) forms that they can submit if they are worried about anything including peer on peer abuse. This is system designed to support students who may find it hard to speak to an adult.

10.8.4 Supporting those involved, our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

10.8.5 Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

10.8.6 The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

10.8.7 Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

11 Serious violence

11.1 All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

11.2 All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

12 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

12.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity and may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

12.1.1 Age

12.1.2 Gender

12.1.3 Sexual identity

12.1.4   Cognitive ability

12.1.5   Physical strength

12.1.6   Status

12.1.7   Access to economic or other resources

12.2   The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

12.3   Child Criminal Exploitation (CCE)

12.3.1   CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

12.3.2   Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

12.3.3   Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

12.3.4   It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

12.4   CCE Indicators

12.4.1   **CCE** indicators can include children who:

(a)   appear with unexplained gifts or new possessions

(b)   associate with other young people involved in exploitation

(c)   suffer from changes in emotional well-being

(d)   misuse drugs or alcohol

(e)   go missing for periods of time or regular return home late

(f)   regularly or increasingly miss school or education or do not take part in education

12.5   Child Sexual Exploitation (CSE)

12.5.1   CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

12.5.2 CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

12.5.3 CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

12.5.4 Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. Our staff follow guidance and procedures outlined in Safeguarding children and young people from sexual exploitation in Leicester, Leicestershire and Rutland.

12.6 CSE Indicators

12.6.1 The above indicators can also be indicators of **CSE**, as can children who:

(a)　have older boyfriends

(b)　suffer sexually transmitted infections or become pregnant

12.7 We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

12.8 Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

12.9 All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

13　County Lines

13.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

13.2 County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 11.1 of this policy.

13.3 Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 10.1 of this policy, with the main indicator being missing episodes from home and/or school.

13.4 Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

13.5   All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

14   Sharing nudes and semi-nudes

14.1   Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

14.2   The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

14.3   The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer

- children and young people digitally manipulate (deepfake) an image of a young person into an existing nude online

- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

- If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images, videos, including computer-generated images, they must report it to the DSL immediately.
- **They must not:**
- view, copy, share, store or save the imagery, or ask a pupil to share or download it. (if they have already viewed the imagery by accident, they must report this to the DSL)
- Delete the imagery or ask a pupil to delete it
- Ask the pupil(s) involved to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident to anyone, except the DSL
- Say or do anything to blame or shame any young people involved
- Staff will explain that they need to report the incident , and reassure the (pupil)s) that they will receive support and help from the DSL
- if they have already viewed the imagery by accident, they must report this to the DSL

- The DSL will discuss the incident with the appropriate staff. If necessary, the DSL may also interview the children involved.

- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.

- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.

14.4   The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2024 - UKCIS advice 2024 . The school will have regard to this advice when managing these issues.

15   Online safety

15.1   It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. Our filtering and monitoring systems also prevent access to harmful and inappropriate content accessed through generative AI tools and products.

15.2   These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly, (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to monitor to manage these systems

15.3   We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.

15.4   We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

15.5   We ensure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

15.6   Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories

- **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying

- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

15.7   All staff are aware of these risk areas and should report any concerns to the DSL.

16 Handheld devices (tablets, smartphones and cameras)

16.1   All staff must abide by the CMAT's protocols for the use of handheld devices and cameras.

16.2   In EYFS settings all staff, visitors and volunteers must ensure that during working hours their mobile phones, personal cameras and recording devices are stored securely on school premises and when on outings.

16.3   In all school settings, personal mobile phones must not be used in any teaching area or within toilet or changing areas.

16.4   Only school-approved and managed devices should be used for recording student progress. Personal devices must not be used under any circumstances. All recorded data, including photographs, must be stored securely on school's systems or approved platforms.

16   Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children **where they see, hear or experience its effects.**

16.1   Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.

16.2   Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

16.3   Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

16.4   When police have been called to a domestic violence incident where children are in the household and/or experienced that incident, the police will notify the local authority Operation Encompass team, who will inform the DSL the following morning. This ensures that the school has up to date safeguarding information about the child.

16.5   All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

17   Honour-Based abuse (HBA)

17.1   So-called 'honour-based' abuse encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

17.2 Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.

17.3 If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead immediately.

17.4 Female Genital Mutilation (FGM)

17.4.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

17.4.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

17.5 Forced Marriage

17.5.1 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.

17.5.2 Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteen birthday. Even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages as well as legal marriages.

17.5.3 Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

17.5.4 Forced marriage is not the same as arranged marriage, which is common in many cultures.

17.5.5 If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead immediately.

18 Radicalisation and Extremism

18.1 Extremism is defined as: the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

Extremism is defined as: the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: negate or destroy the fundamental rights and freedoms of others; or undermine, overturn or replace the UK's system of liberal parliamentary 16 LEGAL\50909080v1 democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in (1) or (2).

18.2   Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

18.3   Schools are under a duty to help prevent the risk of people becoming terrorists or supporting terrorism (The Prevent duty). To fulfil this duty the school has a Prevent Lead. This is the designated safeguarding lead DSL: Sarah Hodgson. If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding/Prevent Lead who will take the appropriate steps

18.4   The deputy designated safeguarding lead/Prevent Lead will receive additional, in-depth training, including training on extremist and terrorist ideologies. The designated Prevent lead will then deliver/ training to other staff to support them in making informed referrals to Prevent where necessary.

18.5   As with broader safeguarding issues, a multi-agency approach will be supported by the school where it is necessary and appropriate. Any Prevent concerns will be securely transferred when a child moves to a different education provider.

18.6   The school will continue building resilience to radicalising influences through the curriculum, effective IT policies and effective visiting speaker protocols.

18.7   The school will annually assess and reflect upon local risk and threat, based on the size and provision. The outcome of these risk assessments will inform any necessary changes to the Prevent Risk assessment and this policy.

18.8   Children can be susceptible to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

18.9   If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to Sarah Hodgson, the Designated Safeguarding Lead.

19   Staff/pupil relationships

19.1   Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

19.2   We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

19.3   Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

20   Safeguarding concerns and allegations made about staff, including supply staff, contractors and volunteers

20.1   If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using the school premises for the purposes of running activities for children, our set procedures must be followed, which are detailed in the allegations and low-level concerns policies on SharePoint. The full procedure for managing such allegations or concerns is set out in Part Four of Keeping Children Safe in Education 2025.

20.2 Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

21 Whistle blowing if you have concerns about a colleague

21.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Headteacher, unless the complaint is about the Headteacher, in which case the concern should be reported to the Trust's CEO.

21.2 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

21.3 The school's whistleblowing code allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

22 Staff and LGB Governor/Board Foundation Director training

22.1 Our staff receive appropriate and regular safeguarding and child protection training, including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

22.2 New staff and volunteers receive a comprehensive safeguarding briefing, including online safety and children absent or missing from education during their induction which covers this Safeguarding and Child Protection policy and our staff code of conduct, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.

22.3 Our Board Foundation Directors and local governing body receive appropriate mandatory safeguarding and child protection training, including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.

22.4 Our LGB Safeguarding Governor receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the trust.

23 Safer Recruitment

23.1 The Local Governing Body and our senior leadership team are responsible for securing that we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2025 and the local safeguarding partner arrangements.

23.2 We inform shortlisted candidates that the school will carry out online search checks on the successful candidate **to help identify any incidents or issues that are publicly available online,** as part of our due diligence process.

23.3 We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2025. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

23.4   When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

23.5   The CMAT maintains and audits the single central record of recruitment checks undertaken in each of our academies for compliance.

24   Site security

24.1   Visitors are asked to sign in at the school reception and are given a badge to confirm they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

25   Child protection procedures

25.1   Recognising abuse

25.1.1   Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

25.1.2   Keeping Children Safe in Education 2025 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

25.2   Taking action

25.2.1   Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action required to help the child, if necessary, call 999
- report your concern on CPOMS and speak to the DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

25.3   If you are concerned about a pupil's welfare

25.3.1   Staff will be vigilant to indicators that a pupil may be at risk. Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

25.3.2   If the pupil does reveal that they are being harmed, staff should follow the advice set out at 26.4 below.

25.3.3   Staff are aware that children may not feel ready or know how to tell someone that they are being abused, neglected, or exploited, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

25.4 If a pupil discloses to you

25.4.1 If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next and give them an opportunity to ask questions about what will happen next.
- report verbally to the DSL even if the child has promised to do so by themselves
- let the pupil know when they can expect to be updated or receive more information, emphasising that the pupil can talk to them or the DSL at any time.

Notifying parents

25.4.2 The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified. Examples of when parents might not be notified about concerns include:

25.4.3 where the pupil's disclosure is about a parent or carer

25.4.4 where the pupil has expressed concerns about a parent or carer's possible reaction to the disclosure

26 Referral to children's social care

26.1 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

27 Reporting directly to child protection agencies

27.1 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the DDSL, the headteacher are not available, and a referral is required immediately.

27.2 A list of useful contact details for reporting or seeking advice about a safeguarding matter can be found **here**

28   Confidentiality and sharing information

28.1   Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, headteacher or DDSL as appropriate.

28.2   Sharing information

28.2.1   The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so.

28.2.2   Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

28.2.3   Information sharing decisions will be recorded, whether or not the decision is taken to share.

28.2.4   The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Trust's Data Protection Officer.

28.3   Storing information

28.3.1   Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our Retention and Destruction policy.

28.3.2   Our Confidentiality and Information Sharing policy and our Retention and Destruction policy is available to parents and pupils on request.

29   Special Circumstances

29.1   Looked after children

29.1.1   The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

29.2   Children who have a social worker

29.2.1   Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's welfare.

29.3 Work Experience

29.3.1 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

29.4 Children staying with host families

29.4.1 The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

29.4.2 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad, we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

29.4.3 Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

29.5 Private fostering arrangements

29.5.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

29.5.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL who will notify the local authority of the circumstances.

31 Local risks and emerging developments

31.1 The local authority and LSCPB have their own priorities which reflect the area in which our school is based. Some of these include being aware of knife crime, gang related issues, radicalisation, county lines, criminal activity, anti-social behaviour, FGM and contextual safeguarding. We work closely with other agencies including the Police, community groups and social care to safeguard our pupils from these risks.

Appendix One – Indicators of abuse, neglect and exploitation

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

1. Indicators of abuse, neglect and exploitation:

1.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

1.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

1.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of

children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

1.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.6 **Child Criminal Exploitation:** occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation. Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

1.7 **Child sexual exploitation** (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that may need or want like gifts, drugs, money, status and affection.

Appendix Two - Related Safeguarding Policies

- Staff Code of Conduct, including safe working practice;

- The school's Behavior policy, including drug and alcohol abuse;

- First aid and the administration of medicines;

- Anti-bullying, including cyber bullying, prejudice-based and discriminatory bullying;

- Equal opportunities;

- Physical intervention and restraint;

- Personal and intimate care;

- Special educational needs and disability;

- Complaints procedure;

- Work experience and extended work placements;

- Online safety and acceptable use of IT;

- Mobile phone and camera use;

- Extended school activities;

- Whistleblowing;

- Allegations policy;

- low-level concerns policy;

- Retention and destruction Policy;

- Recruitment and selection;

- Critical Incident Plan;

- Data Protection and Privacy Notice;

- Lone working/home visits risk assessment;

- Grievance and disciplinary;

St Paul's Catholic School

COMPLAINTS POLICY (Exams)
2025/26

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Exams officer	Mrs Z McDonagh (Exams Officer)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Miss L Boyle (Assistant Principal & SENCo) Rev S O'Looskan (Chaplain)
Other staff	Mr D Weston (Operations Manager)

Purpose of the policy

This policy confirms St Paul's Catholic School'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 Mrs McDonagh (Exams Officer) 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 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 Mrs Conaghan (Head of Centre) 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, St Paul's Catholic School 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

Please submit your complaint via the Exams Complaints Form to Mrs. S Conaghan (Principal / Head of Centre). Formal complaints will be logged and acknowledged within 7 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 15 working days

Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted. Please refer to the Complaints Policy on the St Paul's Catholic School Website.

Complaints form

Please tick box to indicate the nature of your complaint

☐ Complaint against the centre's delivery of a qualification

☐ Complaint against the centre's administration of a qualification

Name of complainant	
Candidate name (if different to complainant)	

Please state the grounds for your complaint below:

If your grounds are lengthy, please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say

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

Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)

Complainant signature: Date of signature:

This form must be completed in full - an incomplete form will be returned to the complainant

Complaints log

Ref No.	Date received	Complainant name	Outcome	Outcome date

Conflict of Interest Policy

St Paul's Catholic School

Conflict of Interest Policy

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	06/11/2025
Current policy approved by	F Bhana
Current policy reviewed by	Z McDonagh
Date of review	06/11/2025
Date of next review	01/10/2025

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal / DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal / SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that conflicts of interest at St Paul's Catholic School are managed in accordance with current requirements and regulations.

Reference in the policy to **GR** relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

It is the responsibility of the head of centre to ensure that St Paul's Catholic School has in place for inspection a written conflicts of interest policy that must be reviewed and updated annually. This policy confirms that St Paul's Catholic 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 internal 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

The purpose of this policy is to confirm how St Paul's Catholic School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to Collect any declaration of interest from all centre staff members to identify and manage any potential conflicts of interest.

Declaration process

A hard copy of the declaration of interest form is sent to all staff members who have advised they have a possible comflict of interest in September of each year. Completed forms must be returned to the Exams Officer (Mrs Z McDonagh) by 31st October.

Managing conflicts of interest

For internal recording purposes, a conflicts of interest log is maintained and any potential conflict declared by centre staff is centrally recorded on the log. The relevant awarding body/bodies is/are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative 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.

Additional information:

Roles and responsibilities

The role of the head of centre is to ensure:

- conflicts of interest are managed according to the requirements in *General Regulations for Approved Centres* (5.3)

- internal 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

- the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff

- 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

- 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

- 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

- 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

Additional responsibilities:

The role of the exams office/officer

To ensure the process for collecting declarations of interest is undertaken.

To 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. son/daughter) for qualifications which include internally-assessed components/units

To 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 appeal, malpractice or other results enquiry has been completed, whichever is later.

Additional responsibilities:

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

(Updated) The **General principles** section content has been reformatted and will require the user to edit and repopulate this section.

Centre-specific changes

St Paul's Catholic School

DATA PROTECTION POLICY (Exams)

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Exams officer	Mrs Z McDonagh
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Warrilow (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Mrs L Boyle (Assistant Principal & SENCo) Mr S O'Looskan (School Chaplain)
IT manager	Mr M Thomas
Data manager	Ms E Rimeike
Other staff	Mr D Weston (Operations Manager)

Key staff involved in the policy

Role	Name(s)

Contents

Purpose of the policy

This policy details how St Paul's Catholic School 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, 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.

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 of Education
- Learner Records Service
- St Thomas Aquinas Catholic Multi Academies Trust
- Leicester City Council (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 (MIS)
- Electronic Data Interchange (EDI) using A2C
- PS16

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

St Paul's Catholic School ensures that candidates are fully aware of the information and data held.

All candidates are:

- informed centre bulletin/newsletter, electronic communication and presentations
- given access to this policy via St Paul's Catholic School website

Candidates are made aware of the above when registrations and entries are submitted to the 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 St Paul's Catholic School 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	Date of purchase and protection measures	Warranty expiry
Desktop Computer	Administrator access restricted to IT support staff; PC protected by real time antivirus; monthly security updates	N/A

	automatically deployed; users access profiles created for role specific requirements; user password policy enforced.	
	Data transfer via Internal / External networks passes through successive levels of filtering and content / email checking to block Malware / suspicious attachments and files.	
	Fully networked PC. Computers are checked at least once a year for faults (IT Support check for errors, general check for speed and usability)	
	Anti-virus is updated via a central orchestrator	
	All internet browsing takes place on a controlled connection, based on rules set for education.	
Laptop Computer	As above	
File Server	All stored on a secure area on a Microsoft network server.	
	Systems have restricted administrator access, full back-up regime and user access to data is controlled.	
	External networks by default all IT equipment is protected by a combination of layers of security.	
	Passwords are valid for a set amount of time and then are compulsory changed.	

Software/online system	Protection measure(s)
Arbor	Access controlled by username and password
	Accounts have specified access rights depending on role and are controlled and set by the Data Manager.
	Awareness of what data is stored and the level of sensitivity. All databases are reliant on network security and perimeter control. Access controls are in place and monitoring of the event logs.
	Administrator accounts are regularly reviewed and monitored. Restricted access to admin level privileges. Access requests go through an approval process. Local admin rights restricted to reduce clients ability to run executables.
	Inactive or no longer required user accounts are disabled. Archive and deletion is depending on the user's role and need for making data available for ex-students.
	All server systems are patched in monthly maintenance windows to ensure that all appropriate system updates and security patches are applied.
Internet browser/s	Student web filter; regularly updated firewall and antivirus software

Award Body Secure Extranet Sites: AQA Centre Services Cambridge OCR Interchange Pearson Edexcel Online WJEC Secure Access	Access controlled by username, password and multi-factor authentication. Accounts have role specific access rights The centre administrator (Exams Officer) has to approve the creation of new accounts and determine access rights. Accounts are reviewed annually and any for staff who no longer in employment with the centre have their accounts deleted.
A2C	Only installed on the Exams Officer desktop computer.

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

Mr D Weston (Operations Manager) 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 monthly (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 which is available/accessible from Exams Policies 25-26 electronic shared file or a hard copy in the Policy Folder in the Exams Officer's office.

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 the Exams Officer (Mrs McDonagh) in writing or email to zmcdonagh@st-pauls.leicester.sch.uk. If the former candidate is not known to the Exams Officer, they will need to provide identification. Acceptable forms of identification would be photographic ID such as a passport or driving licence. They will also need to confirm details from when they attended St Paul's such as their years of attendance and address.

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 the Head of Centre 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 pupil 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 pupil performance www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

Publishing exam results

When considering publishing exam results, St Paul's Catholic School will make reference to the ICO (Information Commissioner's Office) https://ico.org.uk/for-the-public/schools/exam-results/ Can schools give my exam results to the media for publication?

OR

St Paul's Catholic School 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

As St Paul's Catholic School will have a legitimate reason for publishing examination results, consent is not required from students or their parents/carers for publication. However, if a student or their parents/carers have a specific concern about publication of their results, they have the right to object. This objection must be made in writing to Mrs S Conaghan (Head of Centre / Principal) who will consider the objection before making a decision to publish and reply with a good reason to reject the objection to publish the exam results.

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
Access arrangements information	Information collected by SENCo to process access arrangements	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 in SENCo office One Drive Folder
Alternative site arrangements	Evidence of need collected by SENCo / Exams Officer Alternative Site Form Documentation	Candidate name Candidate DOB Evidence of need	Awarding body online submission portals In lockable filing cabinet in Exams Office
Attendance registers copies	Record of attendance to each exam	Candidate name, candidate exam number, presence at exam	Kept with seating plan and other related paperwork in locked exams office.
Candidates' scripts	Exam scripts	Candidate name Candidate number Exam Answers	In locked cabinet in secure room when not completed by candidates
Candidates' work	NEA work returned by moderator	Candidate name, number and marks/grades	To be immediately returned to subject leads. To be stored

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored
			safely and securely alongside work that did not form the moderation sample until after the EAR deadline or the resolution of any outstanding query / appeal / malpractice investigations for the exam series.
Centre consortium arrangements for centre assessed work			
Certificates	Record of achievement	Candidate name, DOB, UCI, results	Current year – in constantly supervised school office in sealed envelopes Previous – in locked filing cabinet in exams office
Certificate destruction information	A record of unclaimed certificates that have been destroyed	Candidate name, DOB, UCI, results	Exams Officer One Drive folder / hard copy in locked cabinet in EO office.
Certificate issue information	A record of certificate collection	Candidate name, DOB and signature	Current – School Office Previous – Exams Office in locked cabinet
Conflicts of interest records		Staff name, relative/student name, DOB, relationship and exam information	In secure Exams Office with policies and Exams information Electronically in EO one drive

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored
Entry information		Candidate name, number, DOB, ULN, UCI, Qualification information	EO's One drive
Exam room incident logs		Candidate name, number and details of incident	Kept with seating plan and other related paperwork in locked exams office.
Invigilator and facilitator training records	Availability records Signed training log Timesheets	Name, email, address, signature	EO's one drive In secure Exams Office in Invigilators file
Overnight supervision information	n/a		
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent or ATS request submitted to awardimg body	Candidate name, number, email address, exam information	In locked drawer in EO office EO's One Drive
Post-results services: requests/outcome information		Candidate name, number, results information	EO One Drive / email Awarding Body extranets
Post-results services: scripts provided by ATS service		Candidate name, number, Exam Answers, Marks	Papers are electronically issued to student or staff as requested.
Post-results services: tracking logs		Candidate name and number, results information	EO One Drive
Private candidate information		Candidate name, address, DOB, address and contact details, examination details	Lockable cabinet in EO Office

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored
Resilience arrangements: Evidence of candidate performance	n/a		
Resolving timetable clashes information		Candidate name, number	Kept with seating plan and other related paperwork in locked exams office.
Results information	Broadsheets of results summarising candidate final grades by subject and exam series	Candidate name, number, marks achieved, grades	EO One Drive
Seating plans		Candidate name, number	Kept with other related paperwork in locked exams office.
Special consideration information		Candidate name, number, DOB, medical information or special circumstance	EO One Drive Lockable cabinet in EO Office
Suspected malpractice reports/outcomes		Candidate name, number, details of the malpractice	EO One Drive Lockable cabinet in EO Office
Transferred candidate arrangements		Candidate name, number, details of the transfer	EO One Drive Lockable cabinet in EO Office
Very late arrival reports/outcomes		Candidate name, number, details of the case and outcome	EO One Drive Lockable cabinet in EO Office

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored

St Paul's Catholic School

EQUALITIES POLICY (Exams)
2025/26

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Rev S O'Looskan (School Chaplain)
Head of centre	Mrs S Conaghan (Principal)
Assessor(s)	Miss L Boyle (Assistant Principal & SENCo)
Access arrangement facilitator(s)	Mrs Z McDonagh (Exams Officer)

Contents

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

  †or 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
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for **all** candidates are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AARA
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Support the SENCo in determining the need for and implementing access arrangements
- Leads on the access arrangements process to facilitate access for candidates
- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- Produces and annually reviews and updates a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate is considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Use of word processors

The use of a word processor is permitted when:

- A specialist has recommended its use for a specific student and meets JCQ requirements, or it's a part of the student's EHCP.
- Students who have use of a laptop as their usual working methos should use this arrangement in curriculum-based exams and assessments
- Students who have first acquired the appropriate levels of speed and accuracy needed for the arrangement to be appropriate

- Students writing speed is significantly below average for their age and 25% extra time would not compensate for this deficit.
- Students writing is illegible and has been a persistent problem

A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection. (AARA, section 5.8)

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*
- Follows guidance in AARA (chapter 8) to process approval applications for access arrangements for those qualifications included
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures that were approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures that the full supporting evidence is in place before an online application is processed
- Reviews the evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request
- Ensures that the agreed adjustment has been put in place before the candidate's first examination, e.g. internal tests and mock examinations
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ forms, such as Form 8 (Application for access arrangements – Profile of learning difficulties), Form 9 (Profile of need), Form 8RF, etc. supplemented by written statements, where required, etc.
- Ensures where JCQ forms are required to be completed, forms are signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version)
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status
- Confirms by ticking the *'Confirmation'* box prior to submitting the application for approval that the *'malpractice consequence statement'* has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Maintains a file/e-folder for each candidate (the required documentation for a candidate will be in hard copy within the candidate's file/each of the required documents held electronically within the candidate's e-folder) that will include:
  o completed JCQ/awarding body application forms and evidence forms
  o appropriate evidence to support the need for the arrangement where required
  o appropriate evidence to support normal way of working within the centre
- in addition, for those qualifications covered by AAO (where approval is required), a printout/PDF of the AAO approval
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised

- As may be applicable in relation to the use of coloured paper, explores alternative ways of working such as the use of a coloured overlay or the candidate wearing coloured glasses / the provision of a single colour, such as buff or grey

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
- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper (or to download a PDF copy of the standard question paper or to open a question paper packet in the secure room within 90 minutes of the awarding body's published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process, orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

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)
- Is familiar with the instructions for 'Invigilation arrangements for candidates with access arrangements' and 'Access arrangements' in ICE 2025-2026
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for them and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams

- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Sign Language Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where any qualifications sit outside the scope of AAO

Exams officer
- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2025-2026
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept 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
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally 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 has to be used, a separate invigilator is always present
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer or private tutor of the candidate
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures candidates with access arrangements are identified on exam room seating plans and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure

room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
  - o a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - o the Sign Language Professional may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam in order to prepare
  - o a Live Speaker may have access to the transcript of the Listening examination 60 minutes prior to the awarding body's published start time for the exam in order to prepare
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
  - o prints pre-populated cover sheets from AAO where this is required for particular arrangements
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
-

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
- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

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
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking their first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before their first examination
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Teaching staff
- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of their formal supervised assessment

- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

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/EO to implement appropriate access arrangements for candidates

Exams Officer/Teaching Staff
- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

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	*SENCo gathers evidence to support the need for the candidate to take exams at home and for SRB* *Pastoral head provides written statement for file to confirm the need* *Approval confirmed by SENCo; AAO approval for both arrangements not required* *Pastoral head discussion with candidate to confirm the arrangements which should be put in place* *EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP* *An on-line submission must only be made for timetabled written examinations in the following qualifications...* *EO provides candidate with exam timetable and JCQ information for candidates* *Pastoral head confirms with candidate the information is understood* *Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam* *EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials* *Invigilator monitors candidate's condition for each exam and records any issues on incident log* *Invigilator records supervised rest breaks (time and duration) on incident log and confirms full time given for exam* *Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition* *EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)* *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 senior leadership team (Evidence retained until after the publication of results)* *Pastoral head informs candidate that special consideration has been requested*

Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Alternative rooming arrangements	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *Candidate informed that an application for access arrangements will be processed using Access arrangements online* *AAO application for approval processed* *Supporting evidence and AAO approval kept on file*
Significant difficulty in concentrating	Prompter Alternative rooming arrangements	*Gathers evidence to support substantial and long term adverse impairment* *Candidate informed that an application for access arrangements will be processed using Access arrangements online* *AAO application for approval processed* *Supporting evidence and AAO approval kept on file* *Confirms with candidate how and when they will be prompted* *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)*
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*Candidate informed that an application for access arrangements will be processed using Access arrangements online* *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* *Supporting evidence and AAO approval kept on file Provides height adjustable desk in exam room* *Allocates exam room on ground floor near adapted bathroom facilities* *Spaces desks to allow wheelchair access* *Seats candidate near exam room door* *Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room* *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*

St Paul's Catholic School

INTERNAL APPEALS PROCEDURE 2025/26

This procedure is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the procedure

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other staff	Mr D Weston (Operations Manager)

Key staff involved in the procedure

Contents

Purpose of the procedure

This procedure confirms St Paul's Catholic School 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 St Paul's Catholic School containing internally assessed components or units are: AQA Art, Craft & Design 8201; AQA Photography 8206; AQA Biology Adv 7402; AQA Product Design Adv 7552; AQA Dance 8236; AQA Design & Technology 8552; AQA Drama & Theatre Adv 7262; AQA English Language 8700; AQA English Language Adv 7702; AQA English Literature Adv 7717; AQA Extended Project Qualification 7993; AQA Food Preparation & Nutrition 8585; AQA Geography Adv 7037; AQA History Adv 7042; AQA Mathematics 5930; AQA Media Studies 7572; AQA Physics Adv 7408; AQA Science 5960; OCR Chemistry A H432; OCR Computer Science H446; OCR Cambridge National EC3 Sport 5827; OCR Sports Studies J829; Pearson BTEC L1/2 Travel & Tourism; Pearson BTEC L1/L2 Digital Information Technology; Pearson BTEC L1/L2 Music Practice; Pearson BTEC L1/L2 Performing Arts, Pearson BTEC L1/L2 Art, Craft & Design (Fashion)

This procedure confirms St Paul's Catholic School 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
06/05/2026	GCSE	Deadline for submitting centre-assessed marks (AQA, OCR, Pearson and WJEC)	Summer-2026
14/05/2026	GCE	Deadline for submitting centre-assessed marks (AQA, OCR, Pearson and WJEC)	Summer-2026

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

St Paul's Catholic School 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 the qualifications delivered in your centre to which these procedures apply, 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.

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

On being informed of their centre-assessed marks, 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.

St Paul's Catholic School will:

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

2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of 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 5 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 5 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 10 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).

St Paul's Catholic School 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, St Paul's Catholic School 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 5 working days of the decision being made know to the appellant

The appellant will be informed of the outcome of the appeal within 10 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 St Paul's Catholic School compliance with JCQ's **General Regulations for Approved Centres** (section 5.13) that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an 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 with results and can be requested through 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 during assemblies and via written communication (email and on social media). All students are issued with a list of available post result services alongside their results.

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 5 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 7 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

Appeal regarding centre decisions relating to access arrangements and special consideration

This procedure confirms St Paul's Catholic School 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

St Paul's Catholic School 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, St Paul's Catholic School:

- 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 St Paul's Catholic School 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 St Paul's Catholic School decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

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

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

- An **internal appeals form** should be completed and submitted within 10 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 working days of the appeal being received and logged by the centre.

If the appeal is upheld, St Paul's Catholic School 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 St Paul's Catholic School to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where St Paul's Catholic School may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied 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 3 working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 5 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

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against 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

APPEALS LOG

The outcome of any review of the centre's marking will be made known to the head of centre.

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

Ref No.	Date received	Appellant name	Outcome	Outcome date

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 Policy (inc. AI Exams)

St Paul's Catholic School

Malpractice Policy (inc. AI Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	15/12/2025
Current policy approved by	F Bhana
Current policy reviewed by	Z McDonagh
Date of review	15/12/2025
Date of next review	01/12/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Miss L Boyle (Assistant Principal & SENCo) Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that any malpractice at St Paul's Catholic School is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ documents **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What are malpractice and maladministration?

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

- a breach of the Regulations, and/or

- a breach of awarding body requirements regarding how a qualification should be delivered, and/or

- a failure to follow established procedures in relation to a qualification

  which:

- gives rise to prejudice to candidates, and/or

- compromises public confidence in qualifications, and/or

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

- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

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. (SMPP 2)

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 (SMPP 2)

Centre malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate (SMPP 2)

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 SMPP, section 1.9). (SMPP 2)

Purpose of the policy

To confirm St Paul's Catholic School:

- 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) (GR 5.3)

General principles

In accordance with the regulations St Paul's Catholic School will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)

- 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 (GR 5.11)

- 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 (GR 5.11)

Preventing malpractice

St Paul's Catholic School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)

- 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 (this document)

  - Plagiarism in Assessments

  - AI Use in Assessments: Protecting the Integrity of Qualifications

  - Post Results Services June 2025 and November 2025

  - A guide to the awarding bodies' appeals processes 2025-2026

  - Guidance for centres on cyber security

  (SMPP 3.2)

Additional information:

Informing and advising candidates how to avoid committing malpractice in examinations/assessments

In preparation for public exams, we hold a number of assemblies for students outlining our exam processes,

student responsibility for preparing for exams and what happens in cases of malpractice. The definition of malpractice is clearly laid out to students in advance. JCQ recommended posters are clearly displayed outside all exam rooms and before all exams, invigilators in all rooms read the invigilator announcement using the recommended JCQ wording. All students and parents are sent an examination booklet where it is made clear what malparctice is, what the examination rules are and what would happen should we discover malpractice in an exam.

AI use in assessments

What is AI?

Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy.

AI use within this policy refers to the use of AI tools to obtain information and content which might be used in work produced for assessments, which contributes to the award of qualifications. AI chatbots are AI tools which generate text in response to user prompts and questions can can complete tasks that include:

· Answering questions

· Analysing, improving, and summarising text

· Authoring essays, articles, fiction, and non-fiction

· Writing computer code

· Translating text from one language to another

· Generating new ideas, prompts, or suggestions for a given topic or theme

· Generating text with specific attributes, such as tone, sentiment, or formality

· Generating images, music and video

When and how can AI be used in exams and assessments

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet.

The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments, although care is taken when a student is allowed to use a laptop or similar device for exams, to ensure they have no access to AI tools.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). JCQ's guidance which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

Students will be advised by their teachers when the use of AI tools is acceptable within their coursework or assessment. On occasions where students are permitted to use AI tools, teachers and/or centre staff will make students 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.

The following JCQ support materials are used to help teachers understand and prevent AI misuse and to help students to better understand the rules for use of AI in assessments:

· AI information sheet for teachers

· AI poster for students,

· AI senior leader presentation for teachers,

· AI teacher presentation for students.

Acknowledging AI Use

Where AI tools have been used as a source of information, student acknowledgement must show the name of the AI source used and the date the content was generated.

For example:
ChatGPT 3.5 (https://openai.com/ blog/chatgpt/), 25/01/2025.

The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be included with the work the student submits for assessment. If this is not submitted, but the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to follow the appropriate next steps within this policy and must take action to assure themselves the work is the student's own. Where the teacher/assessor cannot assure themselves, they must follow the centre's internal procedures and the published guidance for assessment.

Candidates will be issued with of the JCQ Information for candidates - AI (Artificial Intelligence and assessments) or similar centre document prior to completing their work/prior to signing the declaration of authentication.

The JCQ regulations for candidates on referencing may be found in the following:

· Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/ uploads/2024/08/Coursework_ICC_24-25_FINAL.pdf)

· The Information for Candidates documents (https://www.jcq.org.uk/examsoffice/information-for-candidates-documents)

The JCQ guidance for teachers on referencing may be found in the following:

· Plagiarism in Assessments (https://www.jcq.org.uk/exams-office/malpractice/ plagiarism-in-assessments---guidance-for-teachersassessors/)

What is AI misuse?

In accordance with section 5.3(k) of the JCQ General Regulations for Approved Centres (https://www.jcq.org.uk/exams-office/general-regulations/), students must submit work for assessments which is their own. This applies to both internal and private candidates.

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

· Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own.

· Copying or paraphrasing whole responses of AI-generated content.

· Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.

· Failing to acknowledge use of AI tools when they have been used as a source of information.

· Incomplete or poor acknowledgement of AI tools.

· Submitting work with intentionally incomplete or misleading references or bibliographies

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice:

Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/).

Authentication Procedures

Identifying the misuse of AI by students requires the same skills and observation techniques teachers are already using to assure themselves student work is authentically their own.

Teachers must be sufficiently familiar with a candidate's general standard to judge whether the piece of work submitted is within their capabilities.

Where required by the awarding body's specification, the following procedures apply.

All candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work. This must take place as soon as the candidate has completed the assessment.

Teachers must sign a declaration of authentication after the work has been completed, confirming that:

· the work is solely that of the candidate concerned;

· the work was completed under the required conditions

If teachers cannot confirm that the work presented by a candidate is their own and has been completed, under the required conditions:

· do not accept the candidate's work for assessment;

· record a mark of '0' (zero) for internally assessed work.

If a teacher suspects the misuse of AI before the candidate has signed the centre declaration, St Paul's Catholic School will follow our internal procedures and will not be reported to the awarding body. If the centre declaration has been signed, the centre will report the incident to the awarding body in line with this malpractice policy (see below).

St Paul's Catholic School do not accept private candidates where NEA's or coursework are required.

Candidates will be issued with of the JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document prior to completing their work/prior to signing the declaration of authentication.

Identification and reporting of malpractice

Escalating suspected malpractice issues

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels. (SMPP 4.3)

All staff members have a responsibility to report any suspected malpractice.

If a member of staff or an invigilator suspects malpractice it should be reported to the Exams Officer in the first instance. The Exams Officer will immediately inform the SLT link for Examinations. The EO and SLT link will gather all relevant details and refer to the Head of Centre to establish next steps. All actions will be taken and reported in line with the awarding bodies and JCQ guidance.

Reporting suspected malpractice to the awarding body

· The head of centre 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** (SMPP 4.1.3)

· 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 (SMPP 4.1.3)

- 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 (SMPP 4.4, 4.6)

- 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. Instead, they 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 using a JCQ M1 to the relevant awarding body. If, at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP 4.5)

- If, in the view of the investigator, there is sufficient evidence that an individual may have committedmalpractice, that individual (the candidate or the member of staff) will be informed of all the required information and the accused individual informed of their rights and responsibilities (SMPP 5.33-3.4)

- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report to the relevant awarding body summarising the information obtained and actions taken, accompanied by the information obtained during the course of their enquiries (5.35)

- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)

- 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 (SMPP 5.40)

Additional information:

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre 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. (SMPP 11.1)

Additional information:

Appeals against decisions made in cases of malpractice

St Paul's Catholic School 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**

Additional information:

Changes 2025/2026

(Added) New heading **Centre malpractice** added.

(Added) Under heading **Preventing malpractice** added to the list of JCQ documents.

(Added/amended) Under heading **AI use in assessments**:

· additional/amended text added in bullet points to reflect slight changes in SMPP

· optional insert field added referencing the JCQ document I**nformation for candidates - AI (Artificial Intelligence and assessments)** or similar centre document.

(Amended) Under heading **Reporting suspected malpractice to the awarding body** text amended to reflect wording changes/additions in SMPP.

Centre-specific changes

(Added) Under heading **AI Use in Assessments** added AI Malpractice information

St Paul's Catholic School

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

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Head of centre	**Mrs S Conaghan (Principal)**
Quality assurance lead/Lead internal verifier (or equivalent role)	**Mrs J Laidler (Vice Principal)**
Senior leader(s)	Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Rev S O'Looskan (Chaplain)
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Exams officer	Mrs Z McDonagh (Exams Officer)
Other staff	Mr D Weston (Operations Manager)

Contents

What does this policy affect?

This policy affects the delivery of all specifications with one or more non-examination assessment component, 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)

<div align="right">(This document is further referred to in this policy as NEA)</div>

> 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)

<div align="right">(This document is further referred to in this policy as NEA VTQs)</div>

> 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)

<div align="right">(This document is further referred to in this policy as ICC)</div>

Purpose of the policy

This policy confirms the JCQ requirement that St Paul's Catholic School 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:
  - o understand that information from all sources must be referenced
  - o receive guidance on setting out references
  - o 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/marking 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

Consortium arrangements for centre assessed NEA components

Subject head/lead
- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA *Centre consortium arrangements for centre-assessed work* for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject teacher
- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams officer
- Where the centre is the consortium lead:
    - submits an online notification of *Centre consortium arrangements for centre-assessed work* to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
    - where relevant, liaises with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline
- (where not the consortium lead centre) Submits marks for home centre candidates to the awarding body deadline

Submission of marks and work for moderation

Subject teacher
- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal 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 awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- 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
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

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

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of centre

- Returns the '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 prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

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

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using *Common Practical Assessment Criteria (CPAC)*
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

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

Private candidates

Subject head/lead

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components/units of non-examination assessment/coursework (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

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	*Records confirm that relevant centre staff are familiar with and follow:* • *the current JCQ documents Instructions for conducting non-examination assessments and (where applicable) Instructions for conducting coursework* • *the JCQ document Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments*	EO, Subject Lead, HoC
Candidate malpractice	*Records confirm that candidates are informed and understand they must not:* • *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* *Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments, (where applicable) Information for candidates – coursework assessments and Information for candidates – social media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media*	Teacher, EO
Task setting	
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	*Awarding body key date for accessing/downloading set task noted prior to start of course* *IT systems checked prior to key date* *Alternative IT system used to gain access* *Awarding body contacted to request direct email of task details*	Teacher, EO, IT Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access awarding body training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification* *Samples assessment criteria in the centre set task*	EO, Subject Lead, QA Lead
Candidates do not understand the marking criteria and what they need to do to gain credit	*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* *Records confirm all candidates understand the marking criteria* *Candidates confirm/record they understand the marking criteria*	Teacher, Subject Lead
Subject teacher long term absence during the task setting stage	*See centre's Contingency plan (Teaching staff extended absence)*	EO, SLT, Subject Lead
Issuing of tasks	
Awarding body set task not issued to candidates on time	*Awarding body key date for accessing set task as detailed in the specification noted prior to start of course*	EO, Subject

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	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*	Lead, Teacher
The wrong task is given to candidates	*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*	EO, Subject Lead, Teacher
Subject teacher long term absence during the issuing of tasks stage	*See centre's Contingency plan (Teaching staff extended absence)*	EO, SLT, Subject Lead
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	*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*	Teacher, SLT, EO
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	*Assessment plan identified for the start of the course* *Assessment dates/periods included in centre wide calendar*	EO, Teacher
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	*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)*	EO, Teacher
Insufficient supervision of candidates to enable work to be authenticated	*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*	EO, Subject Lead, SLT, HoC
A candidate is suspected of malpractice prior to submitting their work for assessment	*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*	EO, Subject Lead, SLT, HoC
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	*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*	EO
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	*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*	Subject Lead, QA Lead
Candidate claims no advice and feedback given by subject	*Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the*	Subject Lead, QA

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
teacher during the task-taking stage	*task-taking stage 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 advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component* *Candidate confirms/records advice and feedback given during the task-taking stage*	Lead, SLT, HoC
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	*An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant* *Records as detailed above are provided to confirm all assistance given* *Where appropriate, a suspected malpractice report is submitted to the awarding body*	Subject Lead, SLT, HoC, EO
Candidate does not reference information from published source	*Candidate is advised at a general level to reference information before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	Teacher, Subject Lead
Candidate does not set out references as required	*Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments and (where applicable) Information for candidates – coursework assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	Teacher, Subject Lead
Candidate joins the course late after formally supervised task taking has started	*A separate supervised session(s) is arranged for the candidate to catch up*	Teacher, EO
Candidate moves to another centre during the course	*Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place*	EO
An excluded pupil wants to complete a non-examination assessment(s)	*The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education* *If so, arrangements for supervision, authentication and marking are made separately for the candidate*	EO, Teacher
Resources		
A candidate augments notes and resources between formally supervised sessions	*Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions* *Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions* *Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions*	Teacher, IT Manager, EO
A candidate fails to acknowledge sources on work that is submitted for assessment	*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* *Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately* *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*	Teacher, QA Lead, EO
Word and time limits		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
A candidate is penalised by the awarding body for exceeding word or time limits	*Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory* *Where limits are for guidance only, candidates are discouraged from exceeding them* *Candidates confirm/record any information provided to them on word or time limits is known and understood*	Teacher, EO
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	*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*	Teacher, Subject Lead, EO
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	*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*	Subject Lead, QA Lead, EO
Candidate does not sign their authentication statement/declaration	*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*	Teacher, QA Lead, EO
Subject teacher not available to sign authentication forms	*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*	Subject Lead, SLT, HoC
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*	Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	*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*	Subject Lead, EO
Adequate secure storage not available to subject teacher	*Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course* *Alternative secure storage sourced where required*	Subject Lead, EO
Candidates work produced electronically is not securely stored	*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:*	Subject Lead, QA Lead, EO, IT Manager

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	• *access to this material is restricted (insert how)* • *appropriate security safeguards are in place (insert names/types of protection)* • *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)* • *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	*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*	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*	Teacher, EO
Task marking – internally assessed components		
A candidate submits little or no work	*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*	Teacher, Subject Lead, QA Lead
A candidate is unable to finish their work for unforeseen reason	*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*	Subject Lead, EO
The work of a candidate is lost or damaged	*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*	Subject Lead, EO
Candidate malpractice is discovered	*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*	Subject Lead, EO, SLT, HoC
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)	*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*	Subject Lead, Teacher, QA Lead, EO
An extension to the deadline for submission of marks is required for a legitimate reason	*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*	EO, Subject Lead, QA Lead

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
After submission of marks, it is discovered that the wrong task was given to candidates	*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*	EO, Subject Lead, QA Lead
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	*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* *Candidates are informed that these marks are subject to change through the awarding body's moderation process* *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* *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*	Teacher, Subject Lead, QA Lead, EO
Deadline for submitting work for formal assessment not met by candidate	*Records confirm deadlines given and understood by candidates at the start of the course* *Candidates confirm/record deadlines known and understood* *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* *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*	Teacher, Subject Lead, QA Lead, EO
Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year* *Reminders are issued through senior leaders/subject heads as deadlines approach* *Records confirm deadlines known and understood by subject teachers* *Where appropriate, internal disciplinary procedures are followed*	Subject Lead, QA Lead, EO, SLT, HoC
Subject teacher long term absence during the marking period	*See centre's Contingency plan (Teaching staff extended absence)*	Subject Lead, QA Lead, EO, SLT, HoC

St Paul's Catholic School

WHISTLEBLOWING POLICY (Exams)
2025/26

This policy is reviewed annually to ensure compliance with current regulations

Produced by	Mrs Z McDonagh (Exams Officer)
Reviewed & Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy/procedure

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh (Exams Officer)
Other staff	Mr D Weston (Operations Manager)

Introduction

Whistleblowing at St Paul's Catholic School 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 St Paul's Catholic School 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], St Paul's Catholic School 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 St Paul's Catholic School. It has been produced Mrs Z McDonagh (Exams Officer) and reviewed by Mrs Faiza Bhana who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. Mrs Faiza Bhana 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 St Paul's Catholic School 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 Mrs F Bhana, 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 disclosure[4] 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 rights[6]. 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

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[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/

- 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

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it[7].

Alternatively, a disclosure may be made to Ofqual[8] 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 St Paul's Catholic School are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

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[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

St Paul's Catholic School

WORD PROCESSOR POLICY (Exams)
2025/26

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2025

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Exams officer	Mrs Z McDonagh
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Rev S O'Looskan (Chaplain)
IT manager	Mr M Thomas
Other staff	Mr D Weston (Operations Manager)

Contents

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 St Paul's Catholic School 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 St Paul's Catholic School uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

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 one of the exam rooms taking into consideration any further access arrangements. Students who are placed in the main sports hall where they require the use of a word processor are placed at the front of the room near to a power supply.

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
- The centre will make sure a Word Processor cover sheet is included with each candidates typed script as required by the awarding body (for 2025/26 optional for Cambridge OCR and required for WJEC/Eduqas)
- The Exams Officer is responsible for printing each of the typed scripts and will store an electronic copy of the document that is password protected and saved to the exams officers one drive that also password protected.

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 (or equivalent role) and the exams officer.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the 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.

St Paul's Catholic School

ACCESS ARRANGEMENTS POLICY

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Miss L Boyle (SENDCo)
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal & Head of Sixth Form) Rev S O'Looskan (Chaplain)
Head of centre	Mrs S Conaghan (Principal)
Exams officer	Mrs Z McDonagh
Assessor(s)	
Access arrangement facilitator(s)	Invigilators
Other staff	Mr D Weston (Operations Manager)

Contents

What are access arrangements and reasonable adjustments?

Access arrangements

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

Reasonable adjustments

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

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

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

An adjustment will not be approved if it:

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

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA[1], Definitions)

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

Purpose of the policy

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

(JCQ's **General Regulations for Approved Centres**, 5.4)
This publication is further referred to in this policy as GR

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

> Where the SENCo (or equivalent role) is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. ([1]AARA 4.2)

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

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

General principles

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, those for whom English is an additional language and those with a temporary illness or temporary injury. (GR 5.4)

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

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

> The SENCo, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the 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.

> Applications should be processed at the start of or during the first year of a two-year course having firmly established a picture of need and normal way of working.

> Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

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

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

> The Equalities Policy is included as an appendix within the Exams Policy Appendix

This policy further covers the assessment process and related issues in more detail.

The assessment process

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

The qualification(s) of the current assessor(s)

> PG Dip Teaching and Learning: Dyslexia

Appointment of assessors

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

> Copies of the assessors qualification certificates are held on file, as per the JCQ guidelines.
>
> Bear in mind **all** relevant JCQ regulations and guidance provided in GR and AARA including:
>
> **The head of centre/senior leadership team will**… 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*… (GR 5.4)
>
> The head of centre **must** ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.
>
> Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo. (AARA 7.3)
>
> Make full reference to AARA 7.3 (Appointment of assessors) and record your process that reflects the requirements.

Reporting the appointment of assessors

> Our assessor is appointed through Leicester City Local Authority. All qualification certificates are held on file by the SENCO and exams officer.

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

> All students are initially assessed using school based assessments by the SENCO. This is done after all other access arrangements have been exhausted and the student is still not making progress.

The SENCO then completes a form 8 with all relevant information relating to that student, in order to build a clear picture of need. The form 8 is then shared with the assessor who arranges to come into school to carry out further assessments, all of which are JCQ approved, and if scores highlight a need for further access arrangements, these are applied for by the SENCO after the assessor has competed the rest of the form 8.

Picture of need/normal way of working

The SENCO will communicate with teaching staff in order to gather information around the students normal way of working. They will use this information to build a picture of strategies and arrangements that have been put in place to support a students needs and if progress is still limited, the SENCO will look at any assessments that need to be carried out. If the assessments highlight an area of need then an assessor from the local authority is contacted to carry out assessments.

Teaching staff keep a record of a students normal way of working, in order to evidence the impact that this having on a students progress.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AARA 8 (Processing applications for access arrangements and adjustments) and 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Online applications **must** only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)

The SENCO is responsible for making any applications using AAO. Applications are submitted at the end of year 10 for GCSE students and the start of year 12 for A Level students. All AAO approvals are kept on file with form 8/form 9s, any supporting medical evidence, any normal way of working evidence. These are stored electronically in a file that is accessible by the SENCO and exams officer.

Modified papers are applied for by the exams officer.

Candidates **must** 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.

The SENCo **must** keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes:
- a copy of the candidate's approved application;
- appropriate evidence of need (where required);
- evidence of the assessor's qualification (where required). (AARA 8.6)

Centre-delegated arrangements/adjustments

> Centre-delegated agreements are dealt with by the SENCO and exams officer. Evidence is collated in the form of medical evidence or evidence of normal way of working. A form 9 is completed and stored on file where relevant.

Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

> The Word Processor Policy (Exams) is included within the Exams Policy Appendix

Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by the SENCo (or equivalent role).

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre (AARA 5.16)

> The Alternate Rooming Arrangements policy is included within the Exams Policy Appendix

Alternative Rooming Arrangements Policy (Exams)

St Paul's Catholic School

Alternative Rooming Arrangements Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	10/11/2025
Current policy approved by	F Bhana
Current policy reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at St Paul's Catholic School are awarded and managed in accordance with current requirements and regulations.

References in this policy to AARA and ICE refer to the JCQ documents **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

Purpose of the policy

The purpose of this policy is to confirm the criteria when these arrangements may be considered and granted for a candidate at St Paul's Catholic School in compliance with the regulations.

1. Decisions on the awarding of the arrangement

At St Paul's Catholic School, decisions on the awarding of the arrangement are made by:

Miss L Boyle (Assistant Principal& SENCo)

Decisions are based on:

· Whether the candidate has a substantial and long-term impairment which has an adverse effect (AARA 5.16)

· The candidate's normal way of working within the centre (AARA 5.16)

· Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AARA 4.2.1)

  (In accordance with the regulations: 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 (or equivalent role within the centre) to make appropriate and informed decisions based on the JCQ regulations.)

· Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre

  The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room (AARA 5.16)

Additional information:

2. Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

· The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** document (ICE 14.18)

· The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AARA 5.16)

· Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AARA 5.16)

· Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ document **Instructions for conducting examinations**

will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Additional information:

3. Other rooming arrangements

At St Paul's Catholic School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:

Candidates with readers, scribes, using word processors, etc.

Access to Scripts, Review of Results and Appeals Procedures (Exams)

St Paul's Catholic School

Access to Scripts, Review of Results and Appeals Procedures (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date procedures first created	10/11/2025
Current procedures approved by	F Bhana
Current procedures reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the procedures

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

These procedures are reviewed and updated annually to ensure that St Paul's Catholic School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in accordance with current requirements and regulations.

Reference in these procedures to GR and PRS refer to the JCQ documents **General Regulations for Approved Centres** and **Post-Results Services**.

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)

Centres may request copies of scripts to support:

· reviews of marking; and/or

· teaching and learning

Requests must be submitted online via the awarding bodies' extranet sites.

Information on deadlines for Access to Scripts is found on awarding bodies' websites.

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 AS, A-level and GCSE specifications. It is also available for Level 1, 2 and 3 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. 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): A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample

Requests must be submitted online via the awarding bodies' extranet sites.

Appeals:

· The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how St Paul's Catholic School 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:

The issue of a Candidate Exam Handbook, details in assemblies and in information sent to all students and parents/carers before exams.

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 St Paul's Catholic School:

- 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:

- Candidate Exam Handbook, details in assemblies and in information sent to all students and parents/carers before exams.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the Exams Officer..

A list of all post-results services, deadlines and fees charged (where applicable) are included in each students exam results envelope. The exams officer and Senior Staff members are also available on results day for information and advice.

Dealing with requests

- All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At St Paul's Catholic School the process to request a service is:

- Contact the Exams Officer and complete the necessary request form. Requests can also be accepted via email. Payment (if applicable) is required BEFORE a request will be submitted. Payments must be made in cash and will be stored in the school safe until after the review or appeal has been completed.

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)

St Paul's Catholic School 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)

Additional centre-specific actions:

Submitting requests

St Paul's Catholic School 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)

Additional centre-specific actions:

Dealing with outcomes

St Paul's Catholic School 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:

· being emailed a copy of the outcome notification from the awarding body.

Additional centre-specific actions:

If there is an increase to a grade, a refund of any fees paid and stored (cash) will be issued immediately.

Managing disputes

At St Paul's Catholic School any dispute/disagreement will be managed

in accordance with the 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. (GR 5.13)

Additional centre-specific actions:

Changes 2025/2026

(Updated) Under heading **Introduction** wording updated in relation to the JCQ post-results services currently available.

(Reformatted) Under heading **The arrangements for post-results services** insert fields reformatted and require updating on reviewing and updating this procedure.

Centre-specific changes

Candidate Identification Procedure (Exams)

St Paul's Catholic School

Candidate Identification Procedure (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date procedure first created	10/11/2025
Current procedure approved by	F Bhana
Current procedure reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the procedure

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

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 St Paul's Catholic School are managed in accordance with current requirements and regulations.

References in this procedure to GR and ICE refer to the JCQ documents **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the procedure

The purpose of this procedure is to confirm that St Paul's Catholic School:

· verifies the identity of all students that it enters for examinations or assessments (GR 5.6)

· has processes in place to be satisfied 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 St Paul's Catholic School is checked as part of the initial registration process. (GR 5.6)

The process is:

· Students are enrolled to St Paul's in Year 7 (or in Year Admissions up to Year 11) via the local authority who have verified identification.

Students who enrol to St Paul's Sixth Form (Year 12) and did not attend in Years 7 to 11 (via the LA) are required to supply a photographic form of identification (Passport/Provisional Drivers Licence/ID Card) or Birth Certificate when enrolling. The ID is kept on file.

Private candidates

The identity of any student who has not received any tuition at St Paul's Catholic School but who may be accepted to enter examinations as a private candidate will be checked by a verification process which involves photo-ID. (GR 5.6)

At St Paul's Catholic School:

· The identity of ALL private candidates sitting exams at St Paul's is verified using photographic ID (Passport/Drivers Licence or Official ID card). A copy is kept on file until after any results or appeals process have been completed in line with our Data Protection Policy.

2. Procedure detailing how the identity of all candidates sitting examinations is confirmed

Invigilators are able to establish the identity of all candidates sitting examinations in accordance with this procedure and by following the arrangements in place for them to carry out adequate checks. (ICE 16)

The process at St Paul's Catholic School is:

· All students who attend St Paul's Catholic School are issued with and should present school identification cards that show their name and photograph. These should be placed on the exam desk upon entry to the exam room ready for invigilators to check. Where a student does not have their ID card, either the Exams Officer or member of SLT can verify idemtification.

The Exams Officer will verify the identification of any private candiadates before entry to the exam room.

The following arrangements are also in place:

· A private or external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. a passport or photographic driving licence (ICE 16.5)

· Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the

candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.6)

· Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.8)

3. Roles and responsibilities

The role of the exams office/officer

· Through training, ensure invigilators are aware of the procedure for confirming the identity of all candidates sitting examinations (ICE 16.1)

· Prior to the examination, inform a private or external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g. passport or photographic driving licence. (ICE 16.5)

· Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.6-7)

· 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 16.8)

Additional responsibilities:

Changes 2025/2026

(Updated) Bullet points to reflect slight wording changes in ICE 16.5

Centre-specific changes

Candidate Absence Policy (Exams)

St Paul's Catholic School

Candidate Absence Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	10/11/2025
Current policy approved by	F Bhana
Current policy reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)
	Ms V Bates (Attendance Officer)
	Ms J Nolan (Head of Year 11- 2025/26)

This policy is reviewed and updated annually to ensure that candidate absence from examinations at St Paul's Catholic School is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ documents **Instructions for conducting examinations** and **A guide to the special consideration process**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at St Paul's Catholic School.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point St Paul's Catholic School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See **Candidate Late Arrival Policy**)

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

1. Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

· The candidate is not present on completion of the attendance register once candidates are seated and have started the examination (ICE 22.5)

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

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

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

· A confirmed candidate absence is clearly recorded on the attendance register which is sent to the awarding body/examiner

· The candidate absence is noted on the seating plan by crossing through the candidate details

2. Roles and responsibilities

Overview

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

· · Ms V Bates (Attendance Officer)

· Mrs Z McDonagh (Exams Officer)

· Ms J Nolan (Head of Year 11)

· Mrs F Bhana (Head of Sixth Form)

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

· · Ms V Bates (Attendance Officer)

· Ms J Nolan (Head of Year 11)

· Mrs F Bhana (Head of Sixth Form)

The role of invigilators

Invigilators will:

· Be informed of the process for dealing with absent candidates through training

· Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

Additional responsibilities:

To inform Exams Officer of any absences as soon as possible.

The role of candidates

Candidates will be:

· Re-charged any relevant entry fees for unauthorised absence from examinations

Additional responsibilities:

3. Special consideration

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

· The examination is in the candidate's terminal exam series (SC 4.2)

· The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.5)

· The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)

It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:

· Mrs Z McDonagh (Exams Officer)

Changes 2025/2026

(Changed) Under heading **Special Consideration**:

Changed bullet point: The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6) To: The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)

Centre-specific changes

Candidate Late Arrival Policy (Exams)

St Paul's Catholic School

Candidate Late Arrival Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	10/11/2025
Current policy approved by	F Bhana
Current policy reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager) Ms V Bates (Attendance Officer) Ms J Nolan (Head of Year 11 - 2025/26)

This policy is reviewed and updated annually to ensure that candidates who arrive late to examinations at St Paul's Catholic School are managed in accordance with current requirements and regulations.

References in this policy to GR and ICE refer to the JCQ documents **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at St Paul's Catholic School.

A candidate will be considered late if they arrive:

· after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination

A candidate will be considered very late if they arrive:

· more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination

· after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that St Paul's Catholic School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

· the correct procedures are followed when dealing with a candidate who arrives late to an examination

· appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

1. Candidates who arrive late

The following procedures are applied at St Paul's Catholic School in relation to candidates who arrive late to examinations:

· A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)

· A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)

· A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination **will** be permitted by the centre to sit the examination

· A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination

· A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination

· A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination

· A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)

· A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier (ICE 21.5)

The awarding body will be informed of the situation and will decide whether to accept the script (ICE 21.6)

- In all cases the centre will submit declarations for the very late arrival of candidates for examinations, in accordance with the current JCQ document **Instructions for conducting examinations** (GR 5.9)

Other centre specific procedures:

The AO / HOY or EO will attempt to make contact with the student (or parent/carer) to identify the reason for beinmg late and to encourge them to arrive quickly.

2. Roles and responsibilities

The role of the exams office/officer

- Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training

- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late

- Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)

- Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

- the time the candidate came under centre staff supervision

- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre

- the actual starting and finishing times of the examination

- the time the candidate started the examination

- the time the candidate finished the examination

- any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination (ICE 21.4)

Additional responsibilities:

The role of invigilators

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates

- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late

- Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

Additional responsibilities:

Changes 2025/2026

In terms of JCQ regulations for 2025/2026, no changes are applicable to this policy.

Centre-specific changes

Food and Drink Policy (Exams)

St Paul's Catholic School

Food and Drink Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	10/11/2025
Current policy approved by	F Bhana
Current policy reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that food and drink in the examination room at St Paul's Catholic School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Purpose of the policy

This policy confirms that St Paul's Catholic School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

· the correct procedures are followed regarding food and drink in the examination room

· appropriate arrangements are in place for the management of food and drink in the examination room

1. Food and drink in the examination room

· · Only students with a specific access arrangement are allowed food or snacks in the examination room

· Food is NOT allowed in any of the examination rooms without an access arrangement or at the discretion of the Head of Centre (ICE 18.4)

To enable invigilators to check these items quickly and efficiently:

· food brought into the examination room by the candidate must be free of packaging and in a transparent container

· drink bottles must be transparent with all labels removed, which would include transparent, reusable plastic bottles (ICE 18.4)

The following arrangements are applied at St Paul's Catholic School:

· All students are able to bring water in a transparent, resuable plastic bottle with the label removed as stated above.

Additional centre-specific arrangements:

2. Roles and responsibilities

The role of the exams office/officer

· Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room

· Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room

· Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)

· Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

Additional responsibilities:

The role of the invigilator

· Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)

· Record what has happened and actions taken using an incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room (ICE 20.2)

Additional responsibilities:

The role of the head of centre

- Report to the awarding body immediately all cases of alleged, suspected or actual malpractice in connection with the examination (ICE 24.3)

Additional responsibilities:

Changes 2025/2026

(Updated) Reference to ICE 18.2 updated to 18.4

Centre-specific changes

Leaving the Examination Room Policy (Exams)

St Paul's Catholic School

Leaving the Examination Room Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	10/11/2025
Current policy approved by	
Current policy reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that candidates leaving the examination room at St Paul's Catholic School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ document **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at St Paul's Catholic School is managed in line with JCQ regulations.

This policy confirms:

· the correct procedures are followed in relation to candidates leaving the examination room

· St Paul's Catholic School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

1. Arrangements for leaving the examination room

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

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

· Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. (ICE 23.3)

  Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.5)

· 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. (ICE 23.4)

· Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room (ICE 23.6)

· At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

The following arrangements are applied at St Paul's Catholic School:

Students (unless deemed necessary) should not request a toilet break during the first hour of the exam. Invigilators will accompany students to the bathroom and will direct them to a random stall (not allowing the student to choose). Before the student enters the stall, the invigilator will perform a visual check for any unauthorised materials.

· Candidates who are allowed to leave the examination room temporarily to use the toilet will not be allowed extra time to compensate for their temporary absence (ICE 23.5)

If a candidate has left the room for another reason, at the invigilators discretion, they may be allowed extra time to compensate for their temporary absence (ICE 23.5). Other reasons could include (but not limited to) feeling unwell.

2. Roles and responsibilities

The role of the exams office/officer

· Through training, ensure invigilators are aware how candidates who may be allowed to leave the

examination room temporarily should be managed and recorded

The role of the invigilator

· 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 (ICE 23.3)

· Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)

· 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 (ICE 23.6)

· At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

Changes 2025/2026

(Added) Under heading **Arrangements for leaving the examination room**, optional insert field added to allow for expansion on the arrangements applied at the centre.

(Added) Under heading **The role of the invigilator** optional insert field added to allow for expansion on recording incidents and timings, etc.

Centre-specific changes

St Paul's Catholic School

EMERGENCY EVACUATION POLICY (Exams)

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Head of centre	Mrs S Conaghan (Principal)
Exams officer	Mrs Z McDonagh
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal) Rev S O'Looskan (Chaplain)
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other staff	Mr D Weston (Operations Manager)

Purpose of the policy

This policy details how St Paul's Catholic School 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 prior to examinations taking place, 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: • 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   • Follow the instructions of the Principal, Vice Principal and Safety Marshalls   • DO NOT re-enter the building until you are instructed to do so by a member of SLT or Exams Officer   • Students should be evacuated as directed and kept away from all other students, they are to be reminded they are still under exam conditions and should not speak or communicate with others.

Managing Behaviour Policy (Exams)

St Paul's Catholic School

Managing Behaviour Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	10/11/2025
Current policy approved by	
Current policy reviewed by	Z McDonagh
Date of review	10/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal) Mrs S Hodgson (Senior Assistant Principal & DSL) Mrs F Bhana (Assistant Principal & Head of Sixth Form) Miss L Boyle (Assistant Principal & SENCo) Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that candidate behaviour in the examination room at St Paul's Catholic School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and SMPP refer to the JCQ documents **General Regulations for Approved Centres**, **Instructions for conducting examinations** and **Suspected Malpractice: Policies and Procedures**.

Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at St Paul's Catholic School 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, St Paul's Catholic School will:

· ensure the JCQ **Information for candidates documents** (coursework, non- examination assessments, on-screen 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 St Paul's Catholic School candidates are made aware of JCQ information/briefed by:

· Information from JCQ is issued before the exam series and followed up with an assembly led by a senior member of staff (Mrs F Bhana - Assistant Principal) supported by the exams officerbefore the exam season starts. The briefing session reinforces 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 (SMPP 1.2)

· Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)

· '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 (SMPP 2)

· 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 (SMPP 1.7)

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 St Paul's Catholic School:

· 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)

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 office/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 if 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)

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

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

(Taken from SMPP, Appendix 6)

Changes 2025/2026

(Changed) Various section reference numbers changed to reflect changes in ICE 24.

(Changed) Under heading **Instructions for conducting examinations - Malpractice in the examination room** changed:

The head of centre has 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 24.3)

To: 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).

Centre-specific changes

Special Consideration Policy (Exams)

St Paul's Catholic School

Special Consideration Policy (Exams)

Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	11/11/2025
Current policy approved by	
Current policy reviewed by	Z McDonagh
Date of review	11/11/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Other staff (if applicable)	Mr D Weston (Operations Manager)

This policy is reviewed and updated annually to ensure that the special consideration process at St Paul's Catholic School is managed in accordance with current requirements and regulations.

References in this policy to GR, SC and ICE refer to the JCQ documents **General Regulations for Approved Centres**, **A guide to the special consideration process** and **Instructions for conducting examinations**.

Introduction

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. (SC 1)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms St Paul's Catholic School will submit any applicationa for special consideration where candidates meets the published criteria. (GR 5.9)

Eligibility for special consideration

- Candidates will be eligible for special consideration if they 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 2.1)

- Special consideration must be applied for at the time of the assessment (SC 2)

- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ document **A guide to the special consideration process** (SC 2.3)

Roles and responsibilities

The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**

- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

The role of the exams office/officer

- Refer to the criteria detailed in the JCQ document **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration

- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

The role of the senior leader

- Authorise appropriate evidence to support all eligible applications (SC 6)

- Ensure that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

The role of other staff

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration

The role of an affected candidate (or parent/carer)

- Provide any medical or other evidence that may be required to confirm eligibility for special consideration

Applying for special consideration

At St Paul's Catholic School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ document **A guide to the special consideration process**.

For candidates who are present for the assessment but disadvantaged St Paul's Catholic School 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.

Examples where a candidate/candidates may be eligible for special consideration include:

A candidate arrives for the examination 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 is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 6.9)

- special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)

- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)

- Serious disturbance during the examination (SC 2.1)

- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm (SC 2.3)

  (In accordance with SC 1: A 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, lawn mowers)

Candidates who are absent from a timetabled component or unit for acceptable reasons

If a candidate is absent for acceptable reasons, and St Paul's Catholic School is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

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)

Other issues

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5)

- Shortfall in work (coursework/non-examination assessment) (SC 5)

- Lost or damaged work (non-examination assessment components) (SC 5)

- Candidates issued with an incorrect or incomplete question paper, set the wrong coursework or non-examination assessment task or taught the wrong set text (SC 5)

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in other vocational qualifications, St Paul's Catholic School will follow **A guide to special consideration** (7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

- Ensure, 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** (SC 6)

- Ensure that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body (SC 6)

The role of the exams office/officer

- Ensure applications are processed as required by the awarding bodies

- Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)

- Ensure that special consideration is applied for at the time of the assessment

- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition

- Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)

- Meet the awarding body deadline(s) for submitting applications

Submitting applications for special consideration

At St Paul's Catholic School, 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 **A guide to the special consideration process**.

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 examinations

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)

- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted

- 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

Applications post-publication of results

If, after the publication of results for a particular examination 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 senior leader 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.

Changes 2025/2026

(Added) Under **Introduction**: additional paragraphs added.

(Added) Under heading **Roles and Responsibilites**: added to the role of the senior leader.

(Amended) Wording amended under heading **Other issues**.

(Added) Under heading **Processing applications for special consideration**: added to the role of the head of centre.

(Changed) Reference to a member of the senior leadership team 'signing' appropriate evidence changed to 'authorising' appropriate evidence.

(Amended) Under heading **Timetabled written exams**: removed bullet points referencing Form 10.

(Amended) Under heading **Internally assessed work**: removed reference to extensions.

(Removed) Section removed - **Post assessment adjustments – special consideration (Vocational qualifications)**.

(Amended) Wording amended under heading **Applications post-publication of results**.

Centre-specific changes

Certificate Issue Procedure and Retention Policy (Exams)

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Centre name	St Paul's Catholic School
Centre number	25262
Date policy first created	11/11/2025
Current policy approved by	
Current policy reviewed by	Z McDonagh
Date of review	11/11/2025
Date of next review	01/10/2026

Key staff involved in the procedure/policy

Role	Name
Head of centre	Mrs S Conaghan (Principal)
Senior leader(s)	Mrs J Laidler (Vice Principal)
	Mrs S Hodgson (Senior Assistant Principal & DSL)
	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
	Miss L Boyle (Assistant Principal & SENCo)
	Rev S O'Looskan (Chaplain)
Exams officer	Mrs Z McDonagh
Other staff (if applicable)	Mr D Weston (Operations Manager)
	Mrs P Patel (Office Manager)

This procedure/policy is reviewed and updated annually to ensure that certificates at St Paul's Catholic School are managed in accordance with current requirements and regulations.

Reference in the procedure/policy to GR relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

Certificates are provided by awarding bodies after examination results have been confirmed. Certificates always remain the property of the awarding bodies.

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how St Paul's Catholic School issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

St Paul's Catholic School 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 Mrs Z McDonagh (Exams Officer).

Arrangements for the issue of certificates

· Certificates are available to be collected from the school office

· Instructions will be included to remind students to check their personal details and grades and who to contact in the event of an issue with those details (Mrs McDonagh, Exams Officer)

· Students will be required to sign and date to confirm they have recieved their certificates

Candidates are informed of the arrangements for the issue of certificates as follows:

· St Paul's Catholic School will publish social media posts to advise students who are no longer attending St Paul's that certificates are available for collection

· Students who still attend St Paul's will be advised via email and class announcements that they should collect their certificates on specified dates during break time

· The school office will attempt to contact students who have not collected their certificates for the previous examination period

Where unable to claim/collect certificates under the normal arrangements

Where candidates are unable to collect their certificates in person, they may arrange for certificates to be collected on their behalf by providing the exams officer or school office with written or email permission/authorisation. Authorised persons must provide ID evidence on collection of certificates.

Record of issued certificates

The Exams Officer will produce a record of issued certificates which will include the following information - Student name, Candidate number, Exam Series, Awarding Body, Qualifications. This is the same record that

students will sign to say they have recieved their certificates.

Additional information:

Retention of certificates

St Paul's Catholic School will:

- retain securely all unclaimed certificates 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 (This record will list the candidate number, the awarding body, the qualification(s) and the examination series) (GR 5.14)

- (where applicable) 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 Mrs Z McDonagh (Exams Officer).

Retention policy

- Certificates for exams taken in the previous academic year are stored in sealed envelopes in the school office. They are then transferred to the Exams Office in November of each year (when new certificates for the previous summer series are issued)

- St Paul's Catholic School will store uncollected certificates for a minimum of 3 years after the issue date. These are stored securely in the Exams Office (GR 5.14)

St Paul's Catholic School

EXAMS ARCHIVING POLICY 2025/26

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

Reviewed by	Mrs Z McDonagh (Exams Officer)
Approved by	Mrs F Bhana
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Exams officer	Mrs Z McDonagh
Exams officer line manager (Senior leader)	Mrs F Bhana (Assistant Principal & Head of Sixth Form)
Head of centre	Mrs S Conaghan (Principal)
IT manager	Mr M Thomas
SENCo (or equivalent role)	Miss L Boyle (Assistant Principal & SENCo)
Finance manager	Mr D Weston (Operations Manager)
Head of department(s)	Mr J Aston (PE)
	Mrs M Bans (Psychology)
	Mrs F Bhana (Business & Economics)
	Mr D Byrne (Maths)
	Mr P Gillespie (Art, Design & Photography)
	Mr D Hayes (Drama)
	Miss K Jerman (Sociology)
	Mrs P Keane (Future Pathways)
	Mr F Khalifa (Computer Science)
	Mrs N Orton (Food Technology)
	Mr M Ostler (Geography)
	Mrs M Pocceschi (MFL)
	Miss A Rodwell (Dance)
	Ms M Rossa (English)
	Mrs H Seaward (Science)
	Mr K Williams (History/Politics)
	Mrs L Witchard (Religious Education)

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
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo (or equivalent role) as records owner at end of the candidate's final exa series.
Alternative site arrangements	Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.	
Attendance register copies		(Reference ICE 12, 22: …keep signed records of the seating plan, the invigilation arrangements and the centre's copies o attendance registers for each examination. The awarding bo may need to refer to them. The centre must keep them until deadline for reviews of marking has passed or until any appe malpractice or other results enquiry has been completed, whichever is later… keep a copy of the attendance register u the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been compl whichever is later)
Awarding body exams administration information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.
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 earliest date for confidential disposal of unwante scripts. (Reference GR 3.15: … ensure that when scripts that have b accessed using the awarding body's access to scripts service no longer required, they are disposed of in a confidential manner)
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 wor that did not form part of the moderation sample (including materials stored electronically) (Reference GR 3.15: …store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in or returned to the centr until the deadline for a review of moderation has passed or a review of moderation, an appeal or a malpractice investiga has been completed, whichever is later. This includes mater stored electronically. See paragraph 4.8 of the JCQ publicati *Instructions for conducting non-examination assessments* https://www.jcq.org.uk/exams-office/non-examination-assessments)
Centre consortium arrangements for centre assessed work	Any hard copy information generated or relating to consortium arrangements for centre assessed work. Applications submitted online via CAP.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Certificates	Candidate certificates issued by awarding bodies.	(Reference GR 5.14: …retain securely all unclaimed certificat for a minimum of 12 months from the date of issue)
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	(Reference GR 5.14: …destroy any unclaimed certificates aft retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have means of destroying certificates confidentially may return th to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from date of destruction. This record should list the candidate

Record type	Record(s) description (where required)	Retention information/period
		number, the awarding body, the qualification(s) and the examination series.
		Candidates should be informed that some awarding bodies d not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results...)
Certificate issue information	A record of certificates that have been issued.	(Reference GR 5.14: ...obtain and maintain accurate candida contact information to ensure the correct and secure despat certificates... distribute certificates to **all** candidates without delay and regardless of any disputes (such as non-payment fees). Certificates must not be withheld without prior permis from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued...)
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.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
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. (Including for example, the handling of confidential MFL Listening materials)	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Conflicts of interest records	Records demonstrating the management of conflicts of interest.	(Reference GR 5.3: ...The records may be inspected by a JC 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 deadl for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)
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).	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Entry information	Any hard copy information relating to candidates' entries.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
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 afterno session on the following morning under an overnight supervi arrangement, unused question papers for that examination 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 u 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 th afternoon session on the following morning with an overnigh supervision arrangement, unused question papers for that

Record type	Record(s) description (where required)	Retention information/period
		examination must not be released to any individual until the candidate has completed that examination.
		This does not restrict access to question papers by authorise centre personnel for the purpose of conducting examinations
Exam room checklists	Checklists confirming exam room conditions and invigilation arrangements for each exam session.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
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 interna school tests, mock examinations and non-examination assessments… confidentially destroy any out-of-date station
Examiner reports		(Where/if provided) To be immediately provided head of department as records owner.
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as record owner at the end of the academic year.
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)	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Invigilation arrangements	See *Exam room checklists*	
Invigilator and facilitator training records		(Reference ICE 12: A record of the content of the training g to invigilators and those facilitating an access arrangement f candidate under examination conditions must be available fo inspection and retained on file until the deadline for reviews 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.
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
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 o emails from candidates must be retained by the centre and k for at least six months following the outcome of the clerical r check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.)
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	To be kept for 12 months after the review/appea has been completed

Record type	Record(s) description (where required)	Retention information/period
	and outcome information from the awarding body.	
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.	To be kept for 12 months after the review/appea has been completed
Private candidate information	Any hard copy information relating to private candidates' entries.	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
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 despa of the exam scripts service… must obtain proof of postage o despatch for each packet of scripts, which must be retained the centre's files until the results are published, in case of lo damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate tha scripts were written at the appointed time and that, should t scripts not be received by the awarding body or examiner, th special consideration may be possible.)…)
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 stude 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 digitall physically. Students may be given copies, or the original wor 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	Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
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 retained as a minimum.
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 bo may need to refer to these records. The centre must keep th until the deadline for reviews of marking has passed or until appeal, malpractice or other results enquiry has been compl whichever is later…)
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 o security, care must be taken to ensure that the correct ques paper packets are opened. In addition to the person removing the question paper packe 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 befo question paper packet is opened. This second pair of eyes ch must be recorded.) Until the deadline for a review of moderation ha passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Special consideration information	Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate	(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 an awarding body to provide signed evidence.)

Record type	Record(s) description (where required)	Retention information/period
	and appropriate evidence signed by a senior leader.	Until the deadline for a review of moderation has passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	(Reference Suspected Malpractice: Policies and Procedures 7 The awarding bodies will... A permanent record will be kept the impact of any sanctions on an individual candidate's results... All other information relating to specific instances o 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.	Until the deadline for a review of moderation has passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.
Very late arrival reports/outcomes	Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.	Until the deadline for a review of moderation has passed or until a review of moderation, an appe or a malpractice investigation has been complete whichever is later.