



Harris Church of England Academy

Policy

Exams Policy

Approved by Academy Governance Committee

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Access Arrangements Policy

Harris C of E Academy

Access Arrangements Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	07/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Anya Kinsella
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
Other staff (if applicable)	Rebecca Fernandez - Exams Admin Julia Smith - Depury SENCo Clare Capling - Access Arrangements Accessor

This policy is reviewed and updated annually to ensure that access arrangements process at Harris C of E Academy is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AARA refer to the JCQ documents **General Regulations for Approved Centres, Instructions for conducting examinations** and **Acesss Arrangements and Reasonable Adjustments**.

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.

Introduction

(AARA Definitions)

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'.

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.

Purpose of the policy

The purpose of this policy is to confirm that Harris C of E Academy 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 (GR 5.4)
- has a written process in place to check the qualification(s) of its 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)

1. General principles

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. (AA 4.2)

The principles for Harris C of E Academy to consider 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 (AARA 4.2)
- 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)
- 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. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AARA 4.2)
- Applications for access arrangements/reasonable adjustments should be processed at the start of or during the first year of a two-year the course having firmly established a picture of need and normal way of working (AARA 4.2)
- Arrangements **must** always be approved **before** an examination or assessment (AARA 4.2)
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (AARA 4.2)
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AARA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in:

- Year (insert applicable) Cohort 20** access arrangements files.

2. The assessment process

At Harris C of E Academy, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AARA 7.3)

Details and qualification(s) of the current assessor(s)

Julie Smith - OCR Level 7 Diploma in accessing and Teaching Learners with specific learning difficulties

Clare Capling - Real Training Level 7 CPT3A (Certificate of Psychometric testing, assessment & access arrangements)

Appointment of assessors

At the point an assessor is engaged/employed at Harris C of E Academy:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AARA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AARA 7.3)
- Evidence of successful completion of a post- graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for

inspection purposes to evidence that the assessor(s) is/are suitably qualified (AARA 7.3, 7.4)

Additional information:

On display in Data & Examinations offices "JCQ Inspection Board"

Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AARA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by:

- Melissa O'Donnell Data & Exams Manager
Lizzette Hummell SENCo
Julia Smith Deputy SENCo
- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within *Access arrangements online*. (AARA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the *Access Arrangements and Reasonable Adjustments* document must be entered into *Access arrangements online* to confirm their status (AARA 7.4)

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

Harris C of E Academy confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AARA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AARA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AARA 7.5)
- The assessor **must** carry out tests which are relevant to support the application (AARA 7.5)
- A privately commissioned assessment, where the centre has not been involved, **cannot** be used to award access arrangements and **cannot** be used to process an application using *Access arrangements online* (AARA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated (AARA 7.3)

Additional information:

N/A

Picture of need/normal way of working

Harris C of E Academy confirms:

- Before the candidate's assessment, the person appointed in the centre **must** provide the assessor with background information, i.e. a picture of need has been painted, as required in Part 1 of Form 8. The

centre and the assessor **must** work together to ensure a joined-up and consistent process. (AARA 7.5)

Additional information:

N/A

3. Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document *Access Arrangements and Reasonable Adjustments*.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by 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.

Deadlines apply for each examination series for submitting applications for approval using AAO.

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

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:

- Julia Smith & Clare Capeling -Accessors
Anya Kinsella SLT Lead

Appropriate evidence, where required by the arrangement, is held on file by:

- Melissa O'Donnell & Julia Smith
- **The use of a word processor**

The details the criteria Harris C of E Academy specifically uses to award and allocate word processors for examinations and assessments.

- **Alternative rooming arrangements**

The details the criteria Harris C of E Academy uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or an alternative room with one-to-one invigilation.

Additional information

A file note is added for alternative rooming arrangements on Bromcom and Google inclusive file.

Modified papers

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AARA 6.1)
- Modified papers are prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres must provide the awarding bodies with early notification that a candidate will require a modified paper. (AARA 6.1)
- Modified papers **must not** be ordered for candidates unless the centre intends to enter them for the relevant examination series (AARA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise

using an awarding body's past modified papers before their first examination (AARA 6.1)

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AARA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AARA 4.2)

It is the responsibility of:

- to inform candidates that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
- to submit applications for approval using AAO
- to 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) and evidence of the assessor's qualification (where required) (AARA 8.6)
- to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- to order modified papers

Additional responsibilities:

Julia Smith & Clare Capeling to work with Lizette Hummell who will oversee the testing and application process for all candidates.

Changes 2025/2026

References to AA changed to AARA

(Added/Removed) Under heading **Roles and responsibilities:**

Added new bullet point to reference the requirement to comply with the UK GDPR and the Data Protection Act 2018.

Removed reference to a signed candidate personal data consent form and Data protection confirmation by the examinations officer or SENCo form which are no longer required.

This section will therefore need to be edited when reviewing and updating this policy for 2025/2026.

Centre-specific changes

After reviewing updates released in September 2025, Centre will continue to use evidence suggested by external professionals to initiate internal assessments and support internal evidence.



Access to Scripts, Reviews of Results and Appeals Procedures

Harris C of E Academy

Access to Scripts, Reviews of Results and Appeals Procedures

Centre name	Harris C of E Academy
Centre number	31250
Date procedures first created	07/09/2023
Current procedures approved by	Roberta Harrison
Current procedures reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the procedures

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

These procedures are reviewed and updated annually to ensure that Harris C of E Academy 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 Harris C of E Academy 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:

Harris will issue all exam candidates with a link to the JCQ information prior to the exam season commencing, this is also available as a link of the school website.

On Results day, all results will be issued with links to the appeals process, access to scripts form and appeal form, along with contact information for the Exam Team.

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 Harris C of E Academy:

- 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:

- Post Results information is published on our website once available from the JCQ and resissued with results on results day for convenience.

Results are analysed on Embargo Day and all students within 2 scale marks to the higher boundary will receive a letter advising this, details of how to proceed with full contact details for the Exams Team. SLT, Exams and Career advisor are available on results day, the Exams team contact details are available on the School website.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by Melissa O'Donnell Examination Manager.

This information is made available to candidates and centre staff on results day/following the issue of results.

Dealing with requests

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

At Harris C of E Academy the process to request a service is:

- Enquiries are made via exams@harriscofeacademy.co.uk or contacting the Exams team directly. the process is explained and access to scripts permission gained via JCQ form. Scripts are requested, reviewed by the relevant department and information is given to the student. Permission for review of marking, Clerical recheck or appeal is gained via JCQ form and applied for by the Exams Team. This is chargeable at the flat board rates to the students families.

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)

Harris C of E Academy 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:

Any scripts used for teaching and learning are approved by the candidate and redacted when requested using the JCQ Access to Scripts form either paper based or electronically.

Submitting requests

Harris C of E Academy 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:

N/A

Dealing with outcomes

Harris C of E Academy will:

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Candidates will be notified by:

- Email with a copy of the board outcome letter by the Exams Team.

Additional centre-specific actions:

Refunds will be actioned by the M.A.T finance department and may take upto 21 days to complete. All refund will require proof of payment and bank account to be actioned.

Managing disputes

At Harris C of E Academy any dispute/disagreement will be managed Harris will support all applications inline with the candidates wishes, however we will reserve the right to charge the boards costs of this process to the candidates family prior to submission and refund in accordance with the boards refund policy.

Additional centre-specific actions:

The School will not profit from this process and all fees will be verifiable by the relevant boards published fees.

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

Following review of September 2025 changes all changes had previously been included in policy.



Alternative Rooming Arrangements Policy (Exams)

Harris C of E Academy

Alternative Rooming Arrangements Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	07/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
Other staff (if applicable)	Rebecca Fernandez - Exams Admin Julia Smith - Deputy SENCo Clare Capeling - Access Arrangements Accessor

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at Harris C of E Academy 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 Harris C of E Academy in compliance with the regulations.

1. Decisions on the awarding of the arrangement

At Harris C of E Academy, decisions on the awarding of the arrangement are made by:

SLT - Anya Kinsella, Chris Pearce, Laura Blackburn, Siobhan Roberson and John Naylor

SenCo - Lizette Hummell

Julia Smith - Depury SENCo

Clare Capling - Access Arrangements Accessor

Pastoral Lead- Amanda Leeming

DSL- Melaine Keenan

Exams Team- Anya Kinsella, Melissa O'Donnell & Rebecca Fernandez

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:

Candidates are discussed by the above in advance of the exam season and file notes prepared based on a case by case situation.

This is usually processed by 21/03.

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:

N/A

3. Other rooming arrangements

At Harris C of E Academy 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:

Laptops are seated in Rear of the Hall at the back and sides for power & ease of IT access or in the smaller rooms depending on need.

Readers & Reading Pens are seated in a smaller room with additional invigilators.

Scribes are seated in individual rooms.

Known mental health issues are seated by case and options of specific seats location /a smaller room with familiar invigilators.

Medical requirements are seated by case and can range from 1-2-1 rooming to main hall dependant upon need.

All JCQ criteria is in place in every exam room regardless of size or capacity.

Changes 2025/2026

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

Centre-specific changes

No centre specific change have been made following the 2025 updates.



Candidate Absence Policy

Harris C of E Academy

Candidate Absence Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	15/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez & Stacey Fricker

This policy is reviewed and updated annually to ensure that candidate absence from examinations at Harris C of E Academy 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 Harris C of E Academy.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Harris C of E Academy 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:

- Melissa O'Donnell, Roberta Harrison, Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor

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

- Roberta Harrison, Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor

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:

Invigilators are trained to inform the exam team at the earliest opportunity of absent candidates. Mrs Fricker will contact parents and Harris CofE Academy has a minibuss on standby for these occasions to collect students under supervised conditions.

The role of candidates

Candidates will be:

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

Additional responsibilities:

N/A

3. Special consideration

At Harris C of E Academy 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:

- Melissa O'Donnell- Exams & Data Manager
Rebecca Fernandez - Exams Admin

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

Upon review in September 2025, no centre-specific updates



Candidate Identification Procedure

Harris C of E Academy

Candidate Identification Procedure

Centre name	Harris C of E Academy
Centre number	31250
Date procedure first created	19/09/2023
Current procedure approved by	Roberta Harrison
Current procedure reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the procedure

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

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 Harris C of E Academy 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 Harris C of E Academy:

- 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 Harris C of E Academy is checked as part of the initial registration process. (GR 5.6)

The process is:

- Students are imported from their primary school via the DFE Portal.

Private candidates

The identity of any student who has not received any tuition at Harris C of E Academy 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 Harris C of E Academy:

- Our policy is not to accept private candidates.

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 Harris C of E Academy is:

- The use of desk cards with internal candidate photographs including legal and preferred names, a senior member of centre staff (approved by the head of centre, who has not taught the subject being examined) will be present at the line up of the examination to assist with the identification of candidates. Invigilator and Exam staff are familiar with students from Mocks and other NEA.

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:

Not applicable.

Changes 2025/2026

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

Centre-specific changes

No centre-specific updates or changes were applicable to this document in 2025



Candidate Late Arrival Policy

Harris C of E Academy

Candidate Late Arrival Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	19/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that candidates who arrive late to examinations at Harris C of E Academy 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 Harris C of E Academy.

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 Harris C of E Academy 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 Harris C of E Academy 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:

Very Late candidates must be secured by 59 minutes after the published start time to be allow to sit the exams as a very late candidate, Due to the secured period regulation.

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:

N/A

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:

N/A

Changes 2025/2026

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

Centre-specific changes

Upon review in September 2025, no centre-specific updates or changes were applicable to this document.



Certificate Issue Procedure and Retention Policy

Harris C of E Academy

Certificate Issue Procedure and Retention Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	15/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the procedure/policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This procedure/policy is reviewed and updated annually to ensure that certificates at Harris C of E Academy 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 Harris C of E Academy issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

Harris C of E Academy 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 .

Arrangements for the issue of certificates

Certificates are normally issued at a Awards Evening, those not collected are collected in person over the next academic year, only at the candidates requested are the certificated posted out.

All Candidates are instructed to checking their personal details (name, date of birth, etc.) are correct and that the correct final grade(s) is/are shown. Include any requirements in place to sign that certificates have been collected/confirming they are correct, etc.)

Candidates are informed of the arrangements for the issue of certificates as follows:

- Included with invite to Awards evening & on the website.

Where unable to claim/collect certificates under the normal arrangements

Candidates may arrange for certificates to be collected on their behalf by providing the exams officer with written or email permission/authorisation. Authorised persons must provide ID evidence on collection of certificates.

Record of issued certificates

Issuing staff to track issued certificated. Master list help by Exams Office

Additional information:

Not applicable

Retention of certificates

Harris C of E Academy 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 .

Retention policy

Certificates are retained 12 months, after this they are moved to storage for a further year and efforts are made to inform the candidate of the requirement to collect, following this they then shredded in line with confidential destruction details of the records held for 4 years. Candidates are informed about unclaimed/uncollected certificates being confidentially destroyed after 24 months and that certificates will then only be available from the board at a cost.

Additional information:

N/A

Changes 2025/2026

(Changed) Slight wording changes to prompts around what the records kept should list.

(Amended) The field against 'The retention of unclaimed or uncollected certificates is managed by' will need re-inserting.

Centre-specific changes

Upon review in September 2025, no centre-specific updates or changes were applicable to this document.



Complaints Policy (Exams)

Harris C of E Academy

Complaints Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	15/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that any complaints at Harris C of E Academy are managed in accordance with current requirements and regulations.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for complaints at Harris C of E Academy and confirms 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/carers) at Harris C of E Academy may make a complaint on the grounds below (This is not an exhaustive list).

Teaching and Learning

- 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 examination 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 mark prior to marks being submitted to the awarding body
- Candidate not informed of their centre-assessed mark 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 the centre-assessed mark
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to teaching and learning:

As Required

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 arrangement(s) in place and the subjects or components of subjects where the arrangement(s) would not apply

- Examination information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during examination/assessment
- Approved access arrangement(s) not put in place at the time of an examination/assessment
- Appropriate arrangement(s) not put in place at the time of an examination/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

Additional grounds for complaint relating to access arrangements:

As Required

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 examination/assessment
- Candidate entered for a wrong examination/assessment
- Candidate entered for a wrong tier of entry

Additional grounds for complaint relating to examination entries:

As Required

Conducting examinations

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

Additional grounds for complaint relating to the conducting of examinations:

As Required

Results and Post-Results

- Before examinations, 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 a decision on the submission of a results 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 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 a candidate without gaining required candidate consent/permission

Additional grounds for complaint relating to results and post-results:

As Required

Raising a concern/complaint

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, Harris C of E Academy encourages an informal resolution in the first instance.

This can be undertaken by:

- Mrs Melissa O'Donnell

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

How to make a formal complaint

All documentation relating to the submission of a formal complaint is available from, and should be returned to:

- Anya Kinsella Deputy Head Teacher - Data & Exams

Formal complaints will be logged and acknowledged within:

- 5 Working days

To make a formal complaint, candidates (or parents/carers) must:

- Complete and return a complaints form

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 of any investigation will be provided to the complainant within:

- 21 working days.

Internal appeals procedure

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

To submit an appeal, candidates (or parents/carers) must:

- Complete and return an internal appeals form.

Appeals will be logged and acknowledged within:

- 5 working days

The appeal will be referred to:

- Mrs Roberta Harrison

It will be the responsibility of to inform the appellant of the final conclusion in accordance with the internal appeals procedure.

Additional details on the internal appeals process:

This process may take upto 21 working days.

Changes 2025/2026

(update 01/10/2025)

(Removed/replaced) Under heading **Access arrangements and special consideration** removed reference to **candidate personal data consent form**/replaced with reference to complying with the UK GDPR and the Data Protection Act 2018

Centre-specific changes

Upon review in September 2025, no centre-specific updates or changes were applicable to this document.



Conflicts of Interest Policy (Exams)

Harris C of E Academy

Conflicts of Interest Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	08/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that conflicts of interest at Harris C of E Academy 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 Harris C of E Academy has in place for inspection a written conflicts of interest policy that must be reviewed and updated annually. This policy confirms that Harris C of E Academy:

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 Harris C of E Academy manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

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

Declaration process

Electronic forms is shared with all staff in September and replies are compulsory. New staff complete a hard copy form as part of the standard induction.

Managing conflicts of interest

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:

N/A

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:

Ensure that centre staff are aware of the requirement to declare any interest - Ensure that declarations are recorded/logged as potential conflicts of interest

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:

N/A

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

Upon review in September 2025, no centre-specific updates or changes were applicable to this document



Emergency Evacuation Policy (Exams)

Harris C of E Academy

Emergency Evacuation Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	08/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that emergency evacuation from examination rooms at Harris C of E Academy is managed in accordance with current requirements and regulations.

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

Introduction

An emergency evacuation is required where it is unsafe for candidates to remain in the examination room. This might include a fire, 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 room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

- As each incident may be different, advice will be sought (if applicable) 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 (ICE 25.6)

Purpose of the policy

The purpose of this policy is to confirm the arrangements at Harris C of E Academy for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which will be subject to inspection by the JCQ Centre Inspection Service.

1. Emergency evacuation procedure

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

At Harris C of E Academy, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken (and retained on file if required by an awarding body)
- A fire drill briefing will be included in the pre-mocks and pre-exam assemblies, along with behavioural expectation and Exam Conditions are maintained at all times. A drill will be conducted during a set of mocks to ensure information retention.

Additional actions taken:

- In the event of a fire alarm, invigilators are trained to Evacuate the examination room row by row (according to the pre agreed format) by the nearest fire exit and escort candidates to the Examination assembly point, reatining students into seating rows, under exam conditions. Take the register from their fire copy seating plan & await further instructions.
- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

Further actions taken:

N/A

2. Roles and responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Other responsibilities:

N/A

The role of the senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensure that all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an examination room is required

Other responsibilities:

N/A

The role of the special educational needs coordinator (SENCo) or equivalent role

- Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the

candidate

- Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

Other responsibilities:

Where exam fire drills cannot be actioned during mocks, evacuation plans will be recapped annually for familiarity.

The role of the exams office/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide 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
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Other responsibilities:

N/A

The role of invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination 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 responsibilities:

Exams team to promptly process special consideration with board following evacuation and store evidence until no longer required.

The role of other centre staff

Exams team & Invigilators are involved in supporting the safe emergency evacuation of examination rooms

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

- 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 which may also be recorded include:

- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

Changes 2025/2026

(Added) New bullet point under **Actions taken in the event of an emergency evacuation of the examination room** to reflect the arrangements for on-screen assessments

Centre-specific changes

Following review of 2025/26 changes no ammendments have been made to this section.



Escalation Process

Harris C of E Academy

Escalation Process

Centre name	Harris C of E Academy
Centre number	31250
Date process first created	15/09/2023
Current process approved by	Roberta Harrison
Current process reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the process

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

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

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Harris C of E Academy 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 (GR 5.3).

This process also supports Harris C of E Academy 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. (GR 5.3)

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to Melissa O'Donnell Exams & Data Manager

Main areas of compliance relate to:

The agreement between the centre and awarding bodies (GR 3)

- Third party agreements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication

The responsibility of the centre (GR 5): 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
- Policies available for inspection

Personal data, freedom of information and copyright (GR 6)

Reference information:

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

Additional JCQ document for reference:

- JCQ Centre Inspection Service Changes

Centre-specific reference information:

Any relevant information/documentation, as example exam-related policies/procedures, manuals, guides etc.

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to Melissa O'Donnell Exams & Data Manager

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including 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; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

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)

Additional JCQ documents for reference:

- Key Dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements
- Information for candidates documents
- Exam Room Posters

Centre-specific reference information:

Providing information for staff briefing and student specific timetables.

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to Melissa O'Donnell Exams & Data Manager

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

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies (GR 3)

- Retention of candidates' work

The responsibility of the centre (GR 5)

- Conducting examinations and assessments
- Malpractice

Reference information:

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

- General Regulations for Approved Centres (3, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)

Additional JCQ document for reference:

- Guidance Notes – Very Late Arrival

Centre-specific reference information:

All related queries

After examinations/assessments

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)

Responsibility for ensuring compliance will be escalated to Melissa O'Donnell Exams & Data Manager

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

Reference information:

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

- General Regulations for Approved Centres (5)

Additional JCQ documents for reference:

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

Centre-specific reference information:

All related queries

Changes 2025/2026

(Updated) Under heading **Planning** updated list of JCQ reference documents

Centre-specific changes

Upon review in September 2025, no centre-specific updates or changes were applicable to this document.



Exam Contingency Plan

Harris C of E Academy

Exam Contingency Plan

Centre name	Harris C of E Academy
Centre number	31250
Date plan first created	18/09/2023
Current plan approved by	Robert Harrison
Current plan reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the plan

Role	Name
Head of centre	Robert Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummel
Other staff (if applicable)	Rebecca Fernandez, Anita Mistry, Clare Capeling, Julia Smith & Val Moody.

This plan is reviewed and updated annually to ensure that contingency planning at Harris C of E Academy is managed in accordance with current requirements and regulations.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at Harris C of E Academy.

Alongside internal processes this plan is informed by the Ofqual **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 details how Harris C of E Academy complies with the JCQ's **General Regulations for Approved Centres** (5.3 *Centre management*) by having 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

Operating across more than one centre

N/A

National Centre Number Register and other information requirements

The head of centre will ensure that the centre completes the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

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

Exams will be managed by Anya Kinsella with support from acting Head of Centre.

Possible causes of disruption to the exam process

1. Exams 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 post-results services

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Ensure that Melissa O'Donnell, Rebecca Fernandez & SLT representatives are trained on all stages of the season.

Crib Sheets for on the day of exam running

Hold meetings to ensure fully focused information sharing.

The centre will aim to be ahead on all deadlines to ensure time is available in these situations.

Lead Invigilator Anita Mistry is willing and able to step in to cover absence of either or both Exams Manager & Admin.

How to guides available online for MIS system. The Exams team will ensure actions are completed in advance where ever possible.

Defer to Roberta Harrison in Absence of Anya Kinsella.

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

Other criteria:

Julia Smith will step up to SENDCO & Clare Capling will step up to cover senior assessor. Rebecca Fernandez, Anna Green & Melissa O'Donnell can assist with administration to put in place access arrangements. Anita Mistry Lead Invigilator is able to be called in and/ or step up Exam Admin.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Senco will liaise with Clare Capeling & Julia Smith (inhouse assessors) to ensure all 3 are fully aware of all students.

The centre will set internal deadlines a minimum of a full working week before all external deadlines to ensure time is available in these situations.

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 tasks (including controlled assessment and coursework) 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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Curriculum Head Anya Kinsella, will liaise with Head of departments, subject lead or other department staff and the centre will abide by the internal deadlines to ensure time is available in these situations. Internal cover / specialist cover will be put in place with due care placed on exam years.

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

Other criteria:

Invigilation requirements to be communicated to SLT at the end of the academic year for the next year 11 cohort.

Recs requested and internal staff identified in September, Employment by November, for training and mocks in late December. Ready for internal mocks in January.

All internal identified and trained ahead of season.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Training for invigilators is available online and in person to ensure full completion.

Invigilators will be recruited and trained where every possible 2 weeks before the start of an internal exam season.

Preseason readiness meeting.

Inhouse technicians, pastoral & support staff have completed The Exams Office training and have the centre specific information needed to be available to step in.

Lead Invigilators in key rooms to support less confident staff.

The centre will aim to be ahead on all deadlines to ensure time is available in these situations.

5. Exam rooms - lack of appropriate rooms or main venue(s) 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

Other criteria:

No other criteria identified.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available 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
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

- **Alternative site(s) details:**

The Old Gym, Ash Hall in the main building if possible.

Staggered start times sharing facilities with Rugby School and Avon Valley. Secured Students

IE: Harris unusable

AM exam at one school after theirs, the other school would pull forward its PM Exam so the Harris students could then go to the other school for the PM Exam sat later.

Transport via combined school Mini buses, students secured at all times by invigilators and staff.
Papers Transported by the Exams Team.

Long Term back up Large floored, ventilated on the grounds opposite the school, Set as Exam Hall by Site, using ours or hired tables & chairs.

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: Via Text, Letter, Website, Social media, in person & emails.
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other criteria identified

6. Cyber security

Criteria for implementation of the plan

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

Other criteria:

Cyber Security Policy

Harris Church of England Academy

1. Purpose and Scope

This policy outlines the cyber security framework for Harris Church of England Academy, ensuring the safety and integrity of digital systems, data, and users. It applies to all staff, pupils, governors, contractors, and volunteers who access the school's IT systems or data.

It aligns with:

- UK GDPR & Data Protection Act 2018

- Keeping Children Safe in Education (KCSIE)
- National Cyber Security Centre (NCSC) guidance
- Cyber Essentials standards

2. Objectives

- Protect school systems from cyber threats such as malware, phishing, and data breaches
- Ensure continuity of education and operations through resilient IT infrastructure
- Promote responsible and safe use of digital technology by staff and pupils
- Secure confidential and personal data from unauthorised access or loss

3. Roles and Responsibilities

3.1. School Senior Leadership Team (SLT)

- - Implement trust-wide cyber security strategy locally
- - Oversee training, risk assessments, and incident response

3.2. Data Protection Officer (DPO)

- - Monitor compliance with data protection laws
- - Report any data breaches to the Information Commissioner's Office (ICO)

3.3. Network / IT Manager / Technician

- - Maintain IT infrastructure security (firewalls, antivirus, updates)

- - Enforce user access controls
- - Monitor for threats and respond to incidents

3.4. Staff and Volunteers

- - Follow Acceptable Use Policies
- - Complete any mandatory cyber awareness training
- - Report any suspected breaches or risks

3.5. Pupils

- - Use school systems responsibly and safely
- - Follow online safety rules and digital citizenship guidance

4. Access Management

- - Staff and students will have individual, role-based logins
- - Access to sensitive systems (e.g., MIS, payroll, safeguarding records) will be restricted
- - Regular review and revocation of access for leavers or role changes
- - Multi-factor authentication (MFA) will be implemented where feasible

5. Device and Network Security

- - All school-owned devices will be secured with up-to-date antivirus, firewalls, and encryption
- - Operating systems and software will be patched regularly
- - Personal devices must not access school data unless agreed and managed securely (e.g., MDM)

- - Wi-Fi networks will be segmented (staff, student, guest) and password-protected. Personal devices will only be allowed Wi-Fi connection to the BYOD network.

6. Data Protection and Backup

- - All personal and sensitive data is handled in line with UK GDPR
- - Data will be backed up daily to a secure, encrypted off-site or cloud-based service
- - Data must not be taken off the schools cloud systems on site servers on portable drives
- - Data minimisation principles must be followed to reduce risk exposure

7. Email and Communication Security

- - School email accounts must be used for all professional communication
- - Personal email accounts must not be used for any work related communication
- - Attachments containing personal data must be encrypted or shared securely (e.g., password protected, OneDrive links)
- - Staff should be alert to phishing and other social engineering attempts like; phone scams, Impersonation & USB baiting etc.

8. Training and Awareness

- - Annual cyber security training is mandatory for all staff
- - Pupils will receive digital literacy and online safety education via the curriculum
- - Regular updates and reminders will be shared (e.g., newsletters, CPD days)

9. Incident Management

- - All cyber security incidents must be reported immediately to the IT Network Manager or DPO
- - A breach log will be maintained and reviewed regularly
- - Serious incidents (e.g., ransomware, data breaches) will be escalated to the Trust, and if required, reported to the ICO within 72 hours

10. Monitoring and Review

- - Regular audits of network and data access
- - Penetration testing or vulnerability scanning (annually or as needed)
- - Policy reviewed annually or following any significant incident

11. Related Policies and Documents

- - Acceptable Use Policy (Staff & Students)
- - Bring Your Own Device Policy
- - Safeguarding and Child Protection Policy
- - Business Continuity Plan
- - Online Safety Policy
- - IT and Information Security Policy

Centre actions to mitigate the impact of the disruption listed above

The centre will:

We have a business continuity plan in place so we can recover systems quickly. All systems are fully backed up and are cloud based. IT is not essential for the administration of exams, as this can all be done via manual processes. Downloading of GCSE results has a backup process in place. The software is available on laptops and the results can be downloaded from home. This has been tested.

7. Failure of IT systems

Criteria for implementation of the plan

- IT system corruption affecting candidates' work
- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Other criteria:

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Bromcom is cloud based, so is unlikely to be compromised from a site based issue.

Access to this information will be provided to the exams officer & admin.

Internal exam entry deadlines are set by the exams office earlier than the external deadlines to allow for potential system failure

All exam preparation tasks are scheduled to be carried out earlier than actually required to allow for issues

Awarding Body secure websites have systems in place to communicate exam results to the centre and the Exams Officer is familiar with each AB and the relevant secure websites.

Member of IT to be on site to be available at results release time

Network is backed up daily and therefore we are able to restore any lost digital work. Departments are also storing work on Google Drive as well as the school network in order to mitigate cyber attacks.

Internet can be gained by a separate provider via IT mobile device.

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) 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 candidate's ability to take the assessment or demonstrate their

level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other criteria identified

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- **Communication** details: Via Text, Letter, Website, Social media, in person & emails
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

No further criteria identified

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

Other criteria:

No additional criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

-
- take advice offered by the awarding body on the options for candidates who have not been 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 the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: Via Text, Letter, Website, Social media, in person & emails
- 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

Other centre actions:

No other actions identified

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

-
- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (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)
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body 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/carers) any changes to the exam or assessment timetable or to the venue
- **Alternative site(s)** details:
Option 1 -The Old Gym, Ash Hall in the main building if possible.

Option 2 - Staggered start times sharing facilities with Rugby School and Avon Valley. Secured Students IE: Harris unusable

AM exam at one school after theirs, the other school would pull forward its PM Exam so the Harris students could then go to the other school for the PM Exam sat later.

Transport via combined school Mini buses, students secured at all times by invigilators and staff.

Papers Transported by the Exams Team.

Long Term Option -Hire & erect a Large Floored, heated/ airconditioned Marquee on the school owned grounds situated opposite the school, Set as Exam Hall by Site, using ours or hired tables & chairs. Trust and staff laptops secured by IT staff for access arrangements to be forefiled.

- **Communication** details: Via Text, Letter, Website, Social media, in person & emails
- 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

Other centre actions:

No other criteria identified

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made 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 of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Other centre actions:

No other criteria identified

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

Other criteria:

No additional criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*
- ensure the secure storage of completed examination scripts until as close to the collection time as possible

Other centre actions:

In line with the regulation all scripts will be returned to the vault if collection fails or exam supasses collection time.

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

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 awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions:

No other criteria identified

15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post-results services from an alternative venue
- **Alternative site(s)** details:
Harris Sports Partnership - Sports Hall
- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- **Communication** details: Via Text, Letter, Website, Social media, in person & emails

Other centre actions:

No other criteria identified

16. Any other cause of disruption to the exam process

Cause of disruption

Deal with all potential risk as situations arise, complete and act upon all risk assessments pertaining to the affected areas.

Centre actions to mitigate the impact of the disruption listed above

Keep on top of all risk assessments & general maintenance.

Changes 2025/2026

(Changed) Under heading **Contingency arrangements** slight change of wording to reflect GR 3.17-19.

(Changed) Under heading **National Centre Number Register and other information requirements** slight change of wording to reflect GR 5.3.

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

(Changed) Heading **3. Teaching staff** (or other key staff essential to the examination process) **extended absence at a critical stage of the exam cycle**

(Changed) Heading **6. Cyber security** and amended criteria for implementation of the plan.

(Changed) Heading **11. Centre may not be able to open for examinations**

(Updated) Under heading below **Further guidance to inform procedures and implement contingency planning**, relevant links and information has been updated and outdated links/information removed.

Centre-specific changes

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

Ofqual guidance extract 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** 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

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

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

Contingency planning

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

Disruption to assessments or exams

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

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

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

Steps you should take

Exam planning

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

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

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- 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.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take

their exam or timetabled assessment when planned.

- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#)
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- 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.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- 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

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- 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

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- 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).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- 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 [DfE 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"

JCQ

JCQ guidance taken directly from [Instructions for conducting examinations 2025-2026](#) section 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: 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* - www.gov.uk/government/publications/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 that there is 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 was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such

circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

15.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading. Centres **must**, therefore, ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[Preparing for disruption to examinations](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security](#)

GOV.UK

[Emergency planning and response](#): Exam and assessment disruption

[Dispatch of exam scripts guide](#): Contingency planning

Wales

[School closures: examinations](#)

[Opening schools in extremely bad weather and extreme hot weather](#)

Northern Ireland

[Exceptional closure days - Northern Ireland](#)

[Checklist - exceptional closure of schools](#)

National Cyber Security Centre

[Cyber Security for Schools](#)

[Cyber security training for school staff](#)



Exams Archiving Policy

Harris C of E Academy

Exams Archiving Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	19/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
IT manager	Jit Gill
Finance manager	Siobhan Roberson
Head(s) of department	Gavin Collins, Rebecca Abbott, Carl Sced, Lydia Bromley, Keith Todd, Joanne Brennan, Kristen Finnemore, Dawn Mosley, Steven Horton & Mike Herbert.
Other staff (if applicable)	Rebecca Fernandez

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

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

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

Where a particular record or information type is not held in, or not applicable to Harris C of E Academy, this is indicated.

1. Access arrangements information

Record(s) description

Any hard copy information kept by the exams officer relating to an access arrangement candidate. SIMS Template for Coloured Papers & Exams Manager by candidate

Retention information/period

Records returned to ALS lead/SENCo as records owner at end of the candidate's final exam series for proper storage.

Action at the end of retention period (method of disposal)

Confidential Shredding.

2. Alternative site arrangements

Record(s) description

N/A

Retention information/period

N/A

Action at the end of retention period (method of disposal)

N/A

3. Attendance register copies

Record(s) description

All room registers, annotated seating plans and exam logs.

Retention information/period

Records are kept in accordance with the requirements of ICE, sections 12, 22 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

4. Awarding body exams administration information

Record(s) description

Any hard copy publications provided by awarding bodies.

Retention information/period

Records retained until the end current academic year.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

5. Candidates' scripts

Record(s) description

Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.

Retention information/period

To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts in accordance with the requirements of GR, section 3.15 (ensure that when scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies)

Action at the end of retention period (method of disposal)

Confidential waste/shredding

6. Candidates' work

Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

Records logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) in accordance with the requirements of GR, section 3.15 (...store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically...).

Action at the end of retention period (method of disposal)

Confidential waste/ Shredding - Electronic deletion.

7. Centre consortium arrangements for centre assessed work

Record(s) description

Any hard copy information generated or relating to consortium arrangements for centre assessed work. Applications submitted online via CAP. Add Not applicable if this record type is not applicable to the centre.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, We will follow the good practice that exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential Shredding

8. Certificates

Record(s) description

Candidate certificates issued by awarding bodies.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue...).

Action at the end of retention period (method of disposal)

Confidential shredding

9. Certificate destruction information

Record(s) description

A record of unclaimed certificates that have been destroyed

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (... destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results... (Where an awarding body issues a replacement certificate, or a Certifying Statement of Results, this will provide an accurate and complete record of results for all qualifications covered by the original certificate... return any certificates requested by the awarding bodies. Certificates always remain the property of the awarding bodies.).

Action at the end of retention period (method of disposal)

Confidential Shredding

10. Certificate issue information

Record(s) description

A record of certificates that have been issued.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 (...obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates - ...distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued...).

Action at the end of retention period (method of disposal)

Confidential Shredding

11. Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, it is suggested as good practice that exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential Shredding

12. Confidential materials: receipt, secure movement, checking and secure storage logs

Record(s) description

Logs recording the secure movement of awarding body confidential exam materials packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series).

Action at the end of retention period (method of disposal)

Confidential Shredding

13. Conflicts of interest records

Record(s) description

Records demonstrating the management of conflicts of interest

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). This data will be held no longer than the end of following academic year.

Action at the end of retention period (method of disposal)

Confidential Shredding

14. Dispatch logs

Record(s) description

Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). This data will be held no longer than the end of following academic year.

Action at the end of retention period (method of disposal)

Confidential Shredding

15. Entry information

Record(s) description

Any hard copy information relating to candidates' entries.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results

or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). This data will be held no longer than the end of following academic year.

Action at the end of retention period (method of disposal)

Confidential Shredding

16. Exam question papers

Record(s) description

Question papers for timetabled written exams

Retention information/period

Records retained in accordance with the requirements of ICE, section 31 (Releasing question papers) and GR, section 6.13 (...For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations...)

Action at the end of retention period (method of disposal)

Confidential Shredding

17. Exam room checklists

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

18. Exam room incident logs

Record(s) description

Logs recording incidents and any abnormal events during exam sittings.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

19. Exam stationery

Record(s) description

Awarding body exam stationery provided solely for the purpose of external exams.

Retention information/period

Records retained in accordance with the requirements of ICE, section 30 (...return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments... destroy confidentially any out-of-date stationery.)

Action at the end of retention period (method of disposal)

Confidential Shredding

20. Examiner reports**Record(s) description**

Reports from the awarding bodies.

Retention information/period

Where/if provided by awarding body records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

Confidential Shredding

21. Finance information**Record(s) description**

Copy invoices for exams-related fees, post result services parental records.

Retention information/period

Records returned to Finance department as records owner at the end of the academic year.

Action at the end of retention period (method of disposal)

Confidential Shredding

22. Handling secure electronic materials logs**Record(s) description**

Logs recording the arrangements applied when handling secure electronic materials provided to the centre and accessed by the exams office

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

23. Invigilation arrangements**Record(s) description**

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related

information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

24. Invigilator and facilitator training records

Record(s) description

Records tracking and evidencing training undertaken and results.

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)

Action at the end of retention period (method of disposal)

Confidential Shredding

25. Moderator reports

Record(s) description

Reports from awarding body moderators

Retention information/period

Where printed from electronic copy) Records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

Confidential Shredding

26. Moderation return logs

Record(s) description

Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

27. Overnight supervision information

Record(s) description

The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP for signing by the candidate, the supervisor and the head of centre.

Retention information/period

Records retained in accordance with the requirements of ICE, section 8 (...keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested...).

Action at the end of retention period (method of disposal)

Confidential Shredding

28. Post-results services: confirmation of candidate consent information

Record(s) description

Hard copy or email record of required candidate consent.

Retention information/period

Records retained in accordance with the requirements of PRS, section 4 plus appendix A and B (Consent forms or emails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal. This form should be retained on the centre's files for at least six months.).

Action at the end of retention period (method of disposal)

Confidential Shredding

29. Post-results services: request/outcome information

Record(s) description

Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

30. Post-results services: tracking logs

Record(s) description

Logs tracking to resolution all post-results service requests submitted to awarding bodies.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). End on Following academic year maximum storage.

Action at the end of retention period (method of disposal)

Confidential Shredding

31. Private candidate information

Record(s) description

N/A

Retention information/period

N/A

Action at the end of retention period (method of disposal)

N/A

32. Proof of postage - candidates' work

Record(s) description

Proof of postage/dispatch of candidates' scripts to awarding body examiners/markers. Proof of postage/dispatch of sample of candidates' work submitted to awarding body moderators.

Retention information/period

Records (proof of postage/dispatch of candidates' scripts to awarding body examiners/markers) retained in accordance with the requirements of ICE, section 29. Centres must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This will indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible).

Action at the end of retention period (method of disposal)

Confidential Shredding

33. Resilience arrangements: Evidence of candidate performance

Record(s) description

The collection of evidence of student performance to ensure resilience in the qualifications system.

Retention information/period

Retention of the work - Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study. Originals may be released following the annual Awards Evening.

Action at the end of retention period (method of disposal)

Retained in Locked unit in exams office until GCSE official certificates issued, destroyed by confidential shredding

34. Resolving timetable clashes

Record(s) description

Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). Retention will end one academic year later.

Action at the end of retention period (method of disposal)

Confidential Shredding

35. Results information**Record(s) description**

Broadsheets of public examination results summarising candidate final grades by subject by exam series

Retention information/period

Records for current year plus previous 6 years retained as a minimum.

Action at the end of retention period (method of disposal)

Confidential Shredding

36. Seating plans**Record(s) description**

Plans showing the seating arrangements of all candidates for every exam taken.

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)

Action at the end of retention period (method of disposal)

Confidential Shredding

37. Second pair of eyes check records/forms**Record(s) description**

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.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). Retention will end one academic year later.

Action at the end of retention period (method of disposal)

Confidential Shredding

38. Special consideration information**Record(s) description**

Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and appropriate evidence signed by a senior leader.

Retention information/period

Records retained in accordance with the requirements of SC, section 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.)

Action at the end of retention period (method of disposal)

Confidential Shredding

39. Suspected malpractice reports/outcomes

Record(s) description

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.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). Retention will end one academic year later.

Action at the end of retention period (method of disposal)

Confidential Shredding

40. Transferred candidate arrangements

Record(s) description

Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). Retention will end one academic year later.

Action at the end of retention period (method of disposal)

Confidential Shredding

41. Very late arrival reports/outcomes

Record(s) description

Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained at the very least until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). Retention will end one academic year later.

Action at the end of retention period (method of disposal)

Confidential Shredding

42a. Any other records/documentation/materials

Record(s) description

All adhoc documentation

Retention information/period

Where specific retention information is not provided by JCQ or other authorised organisation, exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series). Retention will end one academic year later.

Action at the end of retention period (method of disposal)

Confidential Shredding

42b. Any other records/documentation/materials**Record(s) description**

N/A

Retention information/period

N/a

Action at the end of retention period (method of disposal)

N/A

Changes 2025/2026

(Added) Record type - **25. Malpractice reports and outcomes** (Updated 27/07/2025 to remove this record type as it is a duplication of record type 39)

(Changed) Slight wording changes made in JCQ reference prompts to reflect wording changes in relevant JCQ documents

Centre-specific changes

All Electronic data will be cleared when the hard copies are shredded including emails.



Food and Drink Policy (Exams)

Harris C of E Academy

Food and Drink Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	07/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	12/09/2024
Date of next review	01/10/2025

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that food and drink in the examination room at Harris C of E Academy 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 Harris C of E Academy 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

- Food is not allowed in the examination rooms

To enable invigilators to check these items quickly and efficiently 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 Harris C of E Academy:

No Food in the examination rooms and all drinks to must be transparent with all labels removed

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:

N/A

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:

N/A

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:

N/A

Changes 2025/2026

(Updated) Reference to ICE 18.2 updated to 18.4

Centre-specific changes

No Changes made as a result of 25/26 exam Changes



Internal Appeals Procedure (Exams)

Harris C of E Academy

Changed: Under heading Appeals against decisions to reject a candidate's work on the grounds of malpracticeInternal Appeals Procedure (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date procedure first created	07/09/2023
Current procedure approved by	Roberta Harrison
Current procedure reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the procedure

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre-assessed marks) at Harris C of E Academy are managed in accordance with current requirements and regulations in the following JCQ documents: **General Regulations for Approved Centres** (5.3, 5.7), **Instructions for conducting non-examination assessments** (4.6, 6.1, 9) and **Instructions for conducting coursework** (6, 7, 13.5). This procedure is also informed by the JCQ documents **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, Form JCQ/M1).

Introduction

Certain qualifications contain components/units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by centres and internally reviewed/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 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.

The qualifications delivered at Harris C of E Academy containing internally assessed components or units are:

- Entry Level Math & English Level 1,2 & 3)

Entry Level Geography

AIM Food

Cambridge National Sports Studies

GCSE Design Technology, Fine Art, Food Preparation & Nutrition, English Language, Physical Education, French, German, Spanish and Drama, including any further MFL GCSE offered.

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Harris C of E Academy for dealing with appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- 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

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Harris C of E Academy will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework which details the procedures relating to relevant qualifications delivered in the centre, 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, and 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)
- A commitment 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

Additional centre-specific principles:

N/A

Procedure for appealing internal assessment decisions (centre-assessed marks)

The head of centre/senior leader(s) at Harris C of E Academy will:

- 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
- 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
- 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
- Having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions or copies) within the period of time as specified (see **Deadlines** below)
-
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)
- Require candidates to make requests for a review of centre marking by completing an internal appeals form with specifics completed
- Allow sufficient time 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 (see **Deadlines** below)
- 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
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is 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
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

N/A

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

N/A

N/A

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, Harris C of E Academy 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 (insert when – for example) within X calendar/working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal:

- within 10 work days

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 10 working days
- The deadline to request a review of marking must be made within 10 working days of the candidate receiving copies of the requested materials
- The deadline to request a review of marking must be made within 10 working days of the candidate receiving copies of the requested materials

Changes 2025/2026

(Changed/Added) Under heading **Appeals against decisions to reject a candidate's work on the grounds of malpractice** wording changed in bullet points and new bullet points added.

Centre-specific changes

Upon review of 2025 updates no changes have been made.



Internal Appeals Procedure (Reviews of Results and Appeals)

Harris C of E Academy

Internal Appeals Procedure (Reviews of Results and Appeals)

Centre name	Harris C of E Academy
Centre number	31250
Date procedure first created	08/09/2023
Current procedure approved by	Roberta Harrison
Current procedure reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2025

Key staff involved in the procedure

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This procedure is reviewed and updated annually to ensure that appeals against any decision at Harris C of E Academy not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ document **General Regulations for Approved Centres**.

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at Harris C of E Academy).

If teaching staff at Harris C of E Academy or a candidate (or their parent/carer) have a concern that 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

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Harris C of E Academy for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection 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.

Post-results services

At Harris C of E Academy:

- 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

Candidates are made aware/informed by:

- JCQ post results booklet and all forms are issued via QR codes and Links with the GCSE results, the exam team are contactable during school hours, term time. SLT inform student and staff prior to the season in meetings and assemblies, all staff are aware to refer queries to the exams team.

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

- Melissa O'Donnell & Rebecca Fernandez

- From results day to 2 working days prior to the exam boards deadline.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Harris C of E Academy 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 concern may be justified

For **written** components that contributed to the final grade, Harris C of E Academy will:

- 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)

In all other instances:

Consider accessing the script by:

- requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
- (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
- Collect written consent/permission from the candidate to access their script
- 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
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- 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

Additional centre-specific actions:

N/A

For **moderated** components that contributed to the final grade Harris C of E Academy 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 Review of Results 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 all candidates in the original sample

Additional centre-specific actions:

N/A

Candidate consent

Harris C of E Academy will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) 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

Additional centre-specific actions:

Candidate consent will be sought on results day after they have received their result.

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, Harris C of E Academy will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested 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 (Review of Results 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 (and any required administration fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results 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 the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

Additional centre-specific actions:

N/A

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:

- by the internal deadline for submitting a request for a review of results.

Appeals

Following a Review of Results 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 documents **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 Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. 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**.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted 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

Additional centre-specific information:

Refunds are processed by the M.A.T and will require proof of payment and bank account prior to being actioned. This process can take upto 21 working days.

Changes 2025/2026

(Added) Under heading **Reviews of Results** (RoRs): added to Priority Service 2 (Review of marking) - (For NCFE this service only applies to T-levels)

Centre-specific changes

Upon review of the 25-26 ICE no further changes have been made.



Leaving the Examination Room Policy

Harris C of E Academy

Leaving the Examination Room Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	18/09/2023
Current policy approved by	Robert Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Robert Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that candidates leaving the examination room at Harris C of E Academy 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 Harris C of E Academy is managed in line with JCQ regulations.

This policy confirms:

- the correct procedures are followed in relation to candidates leaving the examination room
- Harris C of E Academy 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)

- Extra time will be given when the departure is for medical reasons (for example nose bleeds)

Invigilators are fully training in protercol when leaving the room

- 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 Harris C of E Academy:

Bathroom breaks will be restricted to not before 30 minutes after the exam start time and within 15 minutes of the standard finish time for candidates without a known medical condition.

Those with medical dispensation may access the bathroom as and when needed. All bathroom visits are supervised by a roving invigilator and each candidate is escorted from their seat by a room invigilator in silence with eyes to the front.

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence (ICE 23.5)

Supervised Rest Breaks and for medical reasons.

Additional arrangements:

N/A

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

Additional responsibilities:

Lead Invigilator to verify from list provided pre exam.

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)

Additional responsibilities:

N/A

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

No centre-specific updates or changes were applicable to this document upon review 2025.



Lockdown Policy (Exams)

Harris C of E Academy

Lockdown Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	19/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that a lockdown during the conducting of examinations at Harris C of E Academy is managed in accordance with current requirements and regulations.

In addition to this policy, a summary is provided to all centre staff of the information relating to a lockdown during the examination period using the framework of the Department for Education's [Lockdown Template](#).

Staff engaged directly with the conducting of examinations (e.g. exams officer, exams officer assistant, invigilators, facilitators of access arrangements, etc.) are instructed to refer to the full policy.

Definitions

For the purpose of this policy, the following definitions should be noted:

Lockdown

This is a protective measure implemented when there is a credible threat to the safety of candidates/students and staff. During a lockdown, individuals are instructed to remain inside the building and seek shelter in a secure location, away from the source of danger.

The purpose of a lockdown is to minimise exposure to potential harm and ensure the safety and wellbeing of everyone on site until the threat has been resolved or emergency services arrive.

Lockdown procedures may be activated in situations including:

- The presence of an unauthorised or suspicious individual on the grounds or within the building
- A violent, aggressive, or abusive parent/carer causing disruption
- A specific threat made against the centre or its occupants

All staff must be familiar with the centre's lockdown protocol and ensure candidates/students are guided calmly and efficiently to designated safe areas.

Communication with emergency services and internal coordination will be managed by the head of centre or designated safeguarding lead.

Invacuation

This is a safety measure used when there is a potential external threat in the surrounding area. While lockdowns are activated in response to immediate risks within or directly threatening the premises, invacuations are employed when it is safer for candidates/students, staff, and visitors to remain inside the building due to hazards outside.

Invacuation procedures are designed to ensure that all individuals are brought indoors promptly and remain inside until the external threat has passed or further guidance is provided by emergency services.

An invacuation may be applicable to exam candidates if they have left the exam room in the event of an emergency evacuation (for example, due to a fire alarm).

Examples of situations requiring invacuation include:

- The presence of loose or potentially dangerous animals on the grounds
- Environmental hazards such as gas leaks, smoke, or chemical pollution in the vicinity
- Nearby incidents (e.g. police activity or civil disturbance) that may pose a risk if individuals exit the building

Staff are expected to follow the invacuation protocol calmly and efficiently, ensuring that all candidates/students are accounted for and safely indoors. The head of centre or designated safeguarding lead will oversee communication and coordination during such events.

Purpose of the policy

This policy details the measures taken at Harris C of E Academy in the event of a centre lockdown during the conducting of examinations.

Lockdown procedures have been determined by consulting [ProtectUK](#), the Department for Education's guidance relating to [School and college security](#) and [Martyn's Law](#).

Depending on the nature of the incident, a decision will be made to evacuate, invacuate (an inward evacuation) or use a protected space(s). However, this policy focuses specifically upon the actions, roles and responsibilities during an exams-related lockdown.

Compliance

To ensure that all staff at Harris C of E Academy are meeting the requirements of the Terrorism (Protection of Premises) Act 2025, the following procedures are in place:

Lockdown procedure

Where a lockdown is required, the following procedures will be followed at Harris C of E Academy:

Before an examination

As candidates are entering/waiting to enter the examination room:

Invigilators will:

- instruct candidates to enter the examination room immediately
- instruct candidates to remain silent, hide under desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- take an attendance register/head count if possible
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

A senior leader/authorised person will be present around the examination room area(s) and where safe/possible, communicate the situation to the exams office/officer (via mobile phone/walkie talkie on silent and non-vibrate mode).

The exams office/officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

Additional centre-specific procedures:

Not applicable

During an examination

When candidates are in the examination room:

Invigilators will:

- tell candidates to stop writing immediately and close their answer booklets
- collect the attendance register
- make a note of the time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer

(ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)

- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

Where safe/possible, the exams office/officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

If appropriate, where safe/possible, and following instruction from the appropriate authority, the exams office/officer and/or invigilators will initiate the emergency evacuation procedure.

Where safe/possible, the exams office/officer will collect all examination question papers and materials for safe/secure storage following advice from the appropriate awarding body/bodies.

Additional centre-specific procedures:

Not applicable

After an examination

As candidates are leaving the examination room:

Invigilators will:

- stop dismissing candidates from the examination room
- instruct candidates who have left to re-enter the examination room
- instruct candidates to remain silent and hide under desks/tables
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

Where safe/possible, the exams officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

Additional centre-specific procedures:

Not applicable

Ending a lockdown

The lockdown will be ended by either:

- the sound of a defined alarm, or
- the identification/authorisation of emergency service officer/senior leader/head of centre entering the examination room

A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine.

Invigilators will undertake a head count/register and confirm attendance with the exams office/officer/senior leader.

Where applicable and if advised to do so by a senior leader/head of centre, if there is sufficient time (and following JCQ regulations), candidates may be allowed to restart their examination.

Invigilators will:

- ask candidates to return to their desks, remind them they are under formal examination conditions and allow a settling down period
- allow candidates the full working time remaining for their examination
- recalculate the revised finish time(s)
- tell the candidates to open their answer booklets and re-start their examination
- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies)

The exams office/officer will:

- safely/securely store all collected exam papers and materials pending awarding body advice/guidance

and where this may be applicable:

- ensure appropriate follow-up is undertaken after the incident, reporting the incident to the awarding body and the actions taken, where this may be applicable
- where this may be applicable, ensure a full report of the incident is produced and retained on file if required by an awarding body
- where this may be applicable, ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged

Where applicable/possible/available, the senior leader/exams office/officer will:

- discuss any alternative examination sittings with the awarding body/bodies
- offer, arrange and provide support services to staff and candidates

At the earliest immediate opportunity the head of centre will ensure that any breach of question paper security or malpractice is reported to the awarding body.

At the earliest opportunity, the senior leader/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).

Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre

to discuss the lockdown and offer ongoing support.

- If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Additional centre-specific procedures:

The Lockdown is 4 bell rings consecutively

Roles and responsibilities

The role of the head of centre

-
- Ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- Arrange appropriate training for all exams-related staff in evacuation, invacuation and lockdown procedures
- Ensure candidates are aware of the procedures relating to an evacuation, invacuation and lockdown, particularly those arriving late for an examination who cannot access the examination room due to it being locked down
- Ensure all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the room becomes unsafe
- Provide written invacuation and lockdown procedures for examination room/invigilator use
- Inform the relevant emergency service(s) immediately in the case of any potential threat to the safety of exams staff and candidates

Additional responsibilities:

Not applicable

The role of the senior leader

- Assume responsibility for exams staff and candidates taking examinations during an invacuation/lockdown
- Arrange training/drills for examination candidates on invacuation and lockdown procedures
- Inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- Have a presence around examination room areas prior to the start of each examination session
- Liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during an invacuation/lockdown
- Use the examination room attendance register(s) to compile a list of any candidates not accounted for

Additional responsibilities:

Invigilators/staff/students are informed of the lockdown procedure upon inductions, staff by induction training- Students via intake training.

The policies are shared with parents/carers via the website and during onboarding.

The role of the exams office/officer

- Train invigilators in the centre's invacuation and lockdown procedure(s) (This should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking

device within each room and if there is more than one invigilator, whose role it would be to secure the exam room)

- Where safe/possible, liaise with senior leaders/invigilators in all examination rooms during an invacuation/lockdown
- Assist with invacuation/lockdown training for staff and students where applicable to the conducting of examinations

Additional responsibilities:

Invigilator training held yearly included lock down training & a drill during mock exams is requested yearly.

The role of the invigilator

- Be aware of the centre's invacuation/lockdown procedure(s)
- Complete attendance registers as soon as possible so candidates can be identified in the event of an invacuation/lockdown
- Where safe/possible, to communicate with the exams office/officer during an invacuation/lockdown to confirm the situation in a particular examination room
- Where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight

Additional responsibilities:

Turn phones to Silent and use the WhatsApp group chat to communicate and update.

Changes for 2025/2026

(Replaced/Added) **Introduction** replaced with **Definitions** and reference to invacuation added throughout.

(Added/Removed) Reference to legislation - **Martyn's Law** and the **Terrorism (Protection of Premises) Act 2025** - added and reference to RUN HIDE TELL removed.

(Added) **Compliance** section added.

(Added) New bullet points/optional insert fields added in various places for accepting/declining.

(Updated) Various insert prompts updated with additional information.

Centre-specific changes

No centre-specific updates or changes were applicable to this document in 2026.



Malpractice Policy (Exams)

Harris C of E Academy

Malpractice Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	20/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez, ALL STAFF

This policy is reviewed and updated annually to ensure that any malpractice at Harris C of E Academy 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

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 Harris C of E Academy:

- 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 Harris C of E Academy 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

Harris C of E Academy 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:

All teaching staff have been briefed via line management and JCQ AI update has been electronically shared by Exam Manager upon receipt to all staff.

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

Anya Kinsella hold pre season assemblies covering "What is Malpractice" and the potential outcomes. this is

supported by the JCQ instructions to candidates available digitally and shared electronically with all candidates & parents. Further discussions are planned into exam prep lessons and tutor time to ensure full awareness.

AI use in assessments

in relation to AI use in assessments, as example) With reference to the JCQ guidance for Teachers & Assessors - AI Use in Assessments: Protecting the Integrity of Qualifications:

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.

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.

The following JCQ support resources will also be used to help teachers understand and prevent AI misuse and to help students to better understand the rules for use of AI in assessments

All teaching staff have been briefed via lin management and JCQ AI update has been electronically shared by Exam Manager upon receipt to all staff.

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)

Potential incidents will be escalated to Anya Kinsella via Melissa O'Donnell Data & Exams Manager.

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 committed malpractice, 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:

N/A

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:

Not Applicable

Appeals against decisions made in cases of malpractice

Harris C of E Academy 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:

Not Applicable

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 **Information 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

Upon review in September 2025, AI policy has been tightened and staff have been briefed on developments of technology.



Non-examination Assessment Policy

Harris C of E Academy

Non-examination Assessment Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	08/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
Quality assurance lead/Lead internal verifier (or equivalent role)	Rebecca Abbott
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that non-examination assessment at Harris C of E Academy are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA/NEA VTQs and ICC refer to the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE)/(Vocational and Technical Qualifications) and **Instructions for conducting coursework**.

Introduction

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)

The regulator's 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'. (NEA, Foreword).

Purpose of the policy

This policy confirms the JCQ requirement that Harris C of E Academy 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 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 with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

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

1. The basic principles

Head of centre role and responsibilities:

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 versions of Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and Instructions for conducting coursework, and confirms:

- 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 (GCSE English Language) Spoken Language endorsement
- (where relevant to the centre) 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 (A Level Sciences) prescribed

practical activities

- 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 process 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

Additional responsibilities:

N/A

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs), **Instructions for conducting coursework** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

N/A

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

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

Additional responsibilities:

N/A

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs), **Instructions for conducting coursework** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)

Work 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

Additional responsibilities:

N/A

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework**
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure 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

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

Additional responsibilities:

N/A

2. Task setting

Subject teacher role and responsibilities:

- Select 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
- Make candidates aware of the criteria used to assess their work

Additional responsibilities:

N/A

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities:

N/A

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that 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, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

Additional responsibilities:

N/A

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise 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, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

N/A

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (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
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure 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
-
-
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.
-

Additional responsibilities:

N/A

Word and time limits

Subject teacher role and responsibilities:

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

Additional responsibilities:

N/A

Collaboration and group work

Subject teacher role and responsibilities:

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

Additional responsibilities:

N/A

Authentication procedures - how candidates' work is authenticated

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure 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

- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide 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, follow the authentication procedures and malpractice information in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and/or **Instructions for conducting coursework** and informs a member of the senior leadership team
- Understand 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

Additional responsibilities:

N/A

Presentation of work

Subject teacher role and responsibilities:

- Obtain 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
- Instruct candidates to present work as detailed in the JCQ documents **Instructions for conducting non-examination assessments/coursework** unless the awarding body's specification gives different subject-specific instructions
- Instruct 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

Additional responsibilities:

N/A

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents **Instructions for conducting non-examination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store 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, return 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, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document **Information for candidates - social media**)
- N/A
- N/A

Additional responsibilities:

N/A

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- N/A
- Consider 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

Additional responsibilities:

N/A

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise 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 the JCQ document **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

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

Additional responsibilities:

N/A

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure 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
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

To be monitored by the exams team under Chris O'Shea and HOC.

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- 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

Additional responsibilities:

N/A

Subject lead role and responsibilities:

- Set 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

Additional responsibilities:

N/A

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark 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)

- Annotate 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
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure 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

Additional responsibilities:

N/A

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure 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
- Retain evidence that internal standardisation has been carried out

Additional responsibilities:

N/A

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep 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

Additional responsibilities:

N/A

Consortium arrangements for centre assessed NEA components

(If joint teaching arrangements are applicable to the centre)

Subject lead role and responsibilities:

Subject teacher role and responsibilities:

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit 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, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit 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
- Ensure 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
- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure 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

Ensure 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, submit any supporting documentation required by the awarding body

Additional responsibilities:

Monitored by the exam office.

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take 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, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

Additional role and responsibilities:

N/A

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

N/A

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports/feedback forms and ensure that any remedial action, if necessary, is undertaken before the next exam series

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Access or signpost any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Additional responsibilities:

N/A

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

N/A

SEnCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessment
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Additional responsibilities:

N/A

7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand 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
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

Refer 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

- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

Additional responsibilities:

N/A

8. Malpractice

Head of centre role and responsibilities:

- Understand 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**
- Ensure 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 ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

N/A

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents **Information for candidates - non-examination assessments/coursework assessments**
- Ensure candidates understand the JCQ document **Information for candidates - social media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Signpost the JCQ document **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost to relevant staff the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

N/A

9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ document **Post-Results Services**
- Ensure the centre's **internal appeals procedure** clearly details the process 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

Additional responsibilities:

N/A

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Additional responsibilities:

N/A

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide 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

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- 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...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure 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

Additional responsibilities:

N/A

10. Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Head of centre role and responsibilities:

HoC (submission of declaration already covered in section 1)

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

Additional responsibilities:

To keep the Exams team informed.

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Additional responsibilities:

N/A

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction or Not Classified**) and the storage and submission of recordings

Additional responsibilities:

N/A

Exams office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recordings

Additional responsibilities:

Provide assistance and support to teaching staff and ensure all permissions are correct.

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

Head of centre role and responsibilities:

N/A

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

N/A

Subject lead role and responsibilities:

N/A

Subject teacher role and responsibilities:

N/A

Exams office/officer role and responsibilities:

N/A

11. Private candidates

Subject lead role and responsibilities:

Confirm private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)

Ensure 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

12. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

GCSE Art

JCQ ICE regulations are followed for all externally set components.

Changes 2025/2026

(Added) Under heading **Introduction** added reference to the new JCQ document **Instructions for conducting non-examination assessments (VTQs)** (and added various signposts to this document throughout).

(Reworded) Under heading **Introduction** reworded information about coursework.

(Added) Under heading **Purpose of the policy** added reference that the policy includes how candidates' work will be authenticated.

(Added) Under heading **Resources** (Subject teacher) added a new bullet point to reference ensuring candidates understand how all sources included in work that is submitted for assessment must be acknowledged.

(Changed) Heading **Authentication procedures** title has been extended - and added subject teacher ensuring that candidates sign the declaration as soon as they have completed the assessment.

(Changed) Heading **Consortium arrangements** title has been extended.

(Changed) Under headings **Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities** and **Management of issues and potential risks associated with non-examination assessment** added reference that these procedures relate to all non-examination assessments.

Centre-specific changes

No amendments made upon reviewing 2025-26 changes

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 publication Instructions for conducting non-examination assessments and the JCQ document Notice to Centres - Sharing NEA material and candidates' work .	Melissa O'Donnell & Rebecca Fernandez
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/coursework and Information for candidates – social media - and understand they must not post their work on social media	Melissa O'Donnell & Rebecca Fernandez
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	James Veitch, Melissa O'Donnell & Rebecca Fernandez

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Alternative IT system used to gain access Awarding body contacted to request direct email of task details	
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	Anya Kinsella
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	Anya Kinsella
Subject teacher long term absence during the task setting stage	See centre's contingency plan (Teaching staff extended absence)	Not Applicable
Issuing of tasks		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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 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	Anya Kinsella
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	Anya Kinsella
Subject teacher long term absence during the issuing of tasks stage	See centre's examination contingency plan (Teaching staff extended absence)	Not Applicable
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	Anya Kinsella
Task taking		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Melissa O'Donnell & Rebecca Fernandez
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)	Melissa O'Donnell & Rebecca Fernandez
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	Melissa O'Donnell & Rebecca Fernandez
A candidate is suspected of malpractice prior to submitting their work for	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (9. Malpractice) / Instructions for	Melissa O'Donnell & Rebecca

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
assessment	conducting coursework (6. Malpractice in coursework) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Fernandez
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 (section 2), to determine the process to be followed to apply for special consideration for the candidate	Melissa O'Donnell & Rebecca Fernandez
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	Anya Kinsella
Candidate claims no advice and feedback given by	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to	Anya Kinsella

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
subject teacher during the task-taking stage	candidates during the task-taking stage as part of the centre's quality assurance procedure 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	
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	Anya Kinsella
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 documents Information for candidates: non-examination assessments/coursework assessments	Subject tutor

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
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/coursework assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Subject tutor
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	Subject tutor
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	Subject tutor
An excluded pupil wants to complete his/her 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	Anya Kinsella & Subject tutor

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
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	Subject tutor
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	Subject tutor
Word and time limits		
A candidate is penalised by	Records confirm the awarding body specification has been	Subject

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
the awarding body for exceeding word or time limits	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	tutor
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	Subject tutor
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 Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments/coursework 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	Anya Kinsella

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	
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/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/coursework assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	Subject tutor
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	Anya Kinsella
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Subject tutor

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
assessment		
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 tutor
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	Anya Kinsella
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained; 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 Additional details:	I.T

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	Google drive restricts and back ups all work.	
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	Anya Kinsella
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Melissa O'Donnell
Task marking – internally assessed components		
A candidate submits little or no work	N/A	
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 tutor
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ documents Instructions for conducting non-examination	Not Applicable

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	assessments (8) (VTQs 15) / Instructions for conducting coursework (16), to determine eligibility and the process to be followed for lost or damaged work	
Candidate malpractice is discovered	Instructions and processes in the current JCQ documents Instructions for conducting non-examination assessments (9) (VTQs 5) / 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	Anya Kinsella
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	Anya Kinsella
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	Melissa O'Donnell
After submission of marks, it	Awarding body is contacted for guidance	Melissa

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
is discovered that the wrong task was given to candidates	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	O'Donnell
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 procedure 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	Melissa O'Donnell
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	Subject tutor

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	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	
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	Anya Kinsella
Subject teacher long term absence during the marking period	See centre's contingency plan (Teaching staff extended absence)	Not Applicable



Overnight Supervision Arrangements Policy

Harris C of E Academy

Overnight Supervision Arrangements Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	08/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
Other staff (if applicable)	Rebecca Fernandez

This policy is reviewed and updated annually to ensure that overnight supervision arrangements at Harris C of E Academy are awarded and 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

This purpose of this policy is to confirm that Harris C of E Academy:

- follows the correct procedures when considering the arrangements for a candidate entered for multiple examinations timetabled for the same day
- reserves the right to exercise discretion when considering allowing a candidate to take an examination the following morning
- has appropriate arrangements in place to maintain the security and integrity of the examination(s)

1. Overnight supervision arrangements

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:

- more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or
- more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks

candidates may, at the centre's discretion, be allowed to take an examination scheduled for the afternoon session the following morning, including Saturdays. (ICE 8.1)

- These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.3)
- Overnight supervision arrangements should only be applied as a last resort and only once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any necessary arrangement for overnight supervision of a candidate and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination that is deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes email, internet, online streaming services, printed media, radio, social media (including messaging apps), telephone or television (ICE 8.6)
- N/A

2. Roles and responsibilities

The role of the head of centre

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while they are on the premises sitting examinations (ICE 8.4)
- Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.8)
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.8)

Additional responsibilities:

N/A

The role of the exams office/officer

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and only once all other options have been exhausted (ICE 8)
- Rearrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is taken the following morning i.e. Saturday morning (ICE 8.10)
- Ensure the JCQ **Overnight Supervision** and **Overnight supervision declaration** forms are completed before the overnight supervision is to commence (ICE 8.7)
- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent, carer or centre staff, determining a method of supervision which ensures the candidate's wellbeing (ICE 8.5)
- Download the JCQ **Overnight supervision declaration** form for signing by the candidate, the supervisor and the head of centre (ICE 8.7)
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions as detailed in the JCQ document **Suspected Malpractice: Policies and Procedures** (ICE 8.8)
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.8)
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.4)
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the scheduled day of the examination are sealed in an envelope and returned to the centre's secure storage facility until all candidates have taken the examination (ICE 8.11)

Additional responsibilities:

Exams team & Invigilators trained in the overnight and supervised breaks regulations annually.

Changes 2025/2026

(Updated) References to sections of ICE 8 where these have been changed in ICE 2025-2026.

(Added) Bullet point under heading **Overnight supervision arrangements** to reflect change to ICE 8.2.

Centre-specific changes

No centre-specific changes for 2025/26 resulting from your annual review



Special Consideration Policy

Harris C of E Academy

Special Consideration Policy

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	08/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
Other staff (if applicable)	Rebecca Fernandez - Exams Admin Julia Smith - Depury SENCo Clare Capling - Access Arrangements Accessor

This policy is reviewed and updated annually to ensure that the special consideration process at Harris C of E Academy 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 Harris C of E Academy will submit any applications for special consideration where candidates meet 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

Additional responsibilities:

N/A

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

Additional responsibilities:

N/A

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.

Additional responsibilities:

None identified

The role of other staff

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

Additional responsibilities:

None identified

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

Additional responsibilities:

None identified

Applying for special consideration

At Harris C of E Academy, 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 Harris C of E Academy 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)

Additional examples:

N/A

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

If a candidate is absent for acceptable reasons, and Harris C of E Academy 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)

Additional issues:

N/A

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in other vocational qualifications, Harris C of E Academy 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)

-

Additional responsibilities:

N/A

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

Other responsibilities:

N/A

Submitting applications for special consideration

At Harris C of E Academy, 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 Responsibilities**: 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

Upon review in September 2025, no centre-specific updates or changes were applicable to this document.



Word Processor Policy (Exams)

Harris C of E Academy

Word Processor Policy (Exams)

Centre name	Harris C of E Academy
Centre number	31250
Date policy first created	08/09/2023
Current policy approved by	Roberta Harrison
Current policy reviewed by	Melissa O'Donnell
Date of review	01/10/2025
Date of next review	01/10/2026

Key staff involved in the policy

Role	Name
Head of centre	Roberta Harrison
Senior leader(s)	Anya Kinsella, Chris Peirce, Laura Blackburn, Siobhan Roberson and John Naylor
Exams officer	Melissa O'Donnell
SENCo (or equivalent role)	Lizette Hummell
IT manager	Jit Gill
Other staff (if applicable)	Rebecca Fernandez - Exams Admin Julia Smith - Depury SENCo Clare Capling - Access Arrangements Accessor

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

References in this policy to **AARA** and **ICE** relate to/are directly taken from the JCQ documents **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

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

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at Harris C of E Academy:

- 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 4.2.1)

- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AARA 4.2.2)
- 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 4.2.3)
- The SENCo (or equivalent role) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AARA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AARA 4.2.7)

Purpose of the policy

This policy details how Harris C of E Academy complies with AARA, chapter 4 (Managing the needs of candidates - principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) 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 Harris C of E Academy 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

Harris C of E Academy 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 candidates where appropriate to their needs (AARA 5.8.4). For example, a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting (This list is not exhaustive)
- 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)

Harris C of E Academy 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)

Other centre specific information relating to the use of a word processor:

N/A

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

A candidate using a word processor is accommodated as follows:

- Laptops are seated in the rear of the hall for power and ease of Access by IT. A printer is located near room to ensure the student never leaves their work. All laptops required in small rooms are issued with an exam account to save their work and a back up USB stick and escorted for printing and signing.

In compliance with the regulations, Harris C of E Academy:

- provides a word processor with the spelling and grammar check and predictive text switched off, 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 to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)

- ensures the candidate is reminded to ensure that the 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 a software application that does not allow for the insertion of a header or footer, 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 (ICE 14.22)
- 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)

Harris C of E Academy will ensure the word processor:

(ICE 14.25)

- 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)
-
- 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

Harris C of E Academy will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

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

Printing the script after the exam has ended

Harris C of E Academy will ensure:

(ICE 14.25)

- 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
- 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)
- 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)

Harris C of E Academy:

- 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)

Other centre-specific information relating to arrangements at the time of the assessment:

Portable storage medium: is available should in linked document file saving process fail. These are debugged after each use.

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the SENCo (or equivalent role) and the exams officer

In exceptional circumstances where the number of compliant 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

Other centre-specific information relating to allocating the use of a word processor:

All exam laptops are restricted to use of notepad only. No AI software is installed on Exam laptops and the internet is disabled through IT level controls. Laptops cannot be removed from Exam Mode and are allocated to Exam use only

Changes 2025/2026

(Added) To reflect the change in ICE (14.25), a new bullet point has been added - ensuring the word processor does not include AI tools

Centre-specific changes

Upon review in September 2025 no admendments deemed necessary.

· Glossary of Terms · Harris C of E Academy Exams 2025·2026

AARA

Access Arrangements and Reasonable Adjustments · JCQ guidance document outlining how to support candidates with

Access Arrangements

Pre-approved adjustments made to enable candidates with specific needs to access assessments without changing the

ALS

Additional Learning Support · Support provided to candidates with learning difficulties or disabilities.

ATS

Access to Scripts · A post-results service allowing candidates or teachers to view marked exam scripts.

CAP

Centre Admin Portal · Secure online portal used by centres to manage access arrangements and other JCQ services.

Candidate Consent

Written permission from a candidate required before submitting requests for post-results services or accessing scripts.

Centre Assessed Marks

Marks awarded internally by teachers for coursework or non-examination assessments before moderation by awarding

Contingency Planning

Procedures in place to manage disruptions to exams, such as emergencies, IT failures, or staff absences.

Coursework

Internally assessed work completed by candidates as part of a qualification, often under controlled conditions.

Declaration of Authentication

Form signed by candidates and teachers confirming that submitted work is the candidate's own.

ICE

Instructions for Conducting Examinations · JCQ document detailing how exams must be administered.

Invacuation

Safety procedure where individuals are brought inside the building due to external threats.

JCQ

Joint Council for Qualifications · The body that oversees examination regulations for UK awarding bodies.

Lockdown

Emergency procedure activated when there is a credible threat inside or near the school premises.

Malpractice

Any breach of exam regulations, including cheating, plagiarism, or failure to follow procedures.

NEA

Non-Examination Assessment · Assessment that is not conducted under timed exam conditions, such as coursework or

Overlap Supervision

Procedure used when a candidate sits an exam the following morning due to a clash, requiring secure supervision over

Post-Results Services

Services offered after results are issued, including clerical re-checks, reviews of marking, and appeals.