Date of last review:	September 2026	**Review period:**	Annually
Date of next review:	September 2027	**Owner:**	Head of Centre

Sarum Academy

Examination Policy 2026-27

This policy is to be read in conjunction with examination procedural documents which are available from the school

Empowering People – Shaping the Future

History of Policy Changes:

Date	Page	Change	Origin of Change
20.10.21	Front page	New purpose statement	Marketing strategy
20.10.21	Whole document	References to 'school' changed to academy	
Nov 22	Front Page	Change of owner – Head of Centre	JCQ
March 23	Whole document	Removed individual references to page numbers in ICE book	
March 23	Requesting Access Arrangements	Updated Exams Officer section and transferred relevant points to SENDCo section	
Nov 23	39	Appendix 8 labelled	
Nov 23	43	Appendix 9 added Exam Malpractice Policy and Procedures including reference to AI	JCQ
Nov 24	5	Changes to arrangements for applying for access arrangements	JCQ
Nov 24	16-17	Changes to arrangements for withdrawing students sits only with the Headteacher/Head of College	MLP Policy
Oct 25	Throughout	Links to JCQ policies updated following publication	JCQ
Oct 25	3-4	Responsibility of Head of Centre to enable CPD for Exams Officer	JCQ
Oct 25	3-4	Requirement of Exams Officer to undertake regular CPD	JCQ
Oct 25	44	Updated list of information for candidates	JCQ
Sept 26	5	Reference to the processing of applications through AAO	JCQ
Sept 26	10	Reference to GDPR regulations	JCQ
Sept 26	Throughout	Additional responsibilities for the Head of Centre. Namely opening of scripts, seating plans, despatch of scripts.	JCQ
Sept 26	8	Additional information providing regarding the identification of candidates.	JCQ Monitoring
Sept 26	7	Additional guidance for candidates	JCQ
Sept 26	46	Additional guidance around Ai	JCQ
Sept 26	40	New Cyber Security Section	JCQ
Sept 26	28	Reference to candidates' use of Ai	JCQ
Sept 26	23	Previous Appendix 5 on controlled assessment removed and covered under new Appendix 5 as duplication.	

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Rationale

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in Magna Learning Partnership's exam processes to read, understand and implement the policy. The exam policy will be reviewed annually.

1. Exam Responsibilities

The Head of Centre:

- Is the Headteacher/Head of College
- Is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions and the qualification specifications issued by the awarding bodies.
- Has overall responsibility for the Academy as an exam centre
- Must ensure that a member of the senior leadership team is in place who has a good working knowledge of the examination system which will allow them to provide effective line management support and supervision of the exams officer.
- Ensures the Exams Officer undertakes regular CPD.
- Ensures sufficient resources, staffing and training are available for the secure administration of examinations and assessments.
- Ensures the centre remains inspection ready and can demonstrate compliance with current JCQ General Regulations, Instructions for Conducting Examinations (ICE), Access Arrangements and Reasonable Adjustments (AARA) and awarding body requirements.
- Ensures that examination and assessment risks are identified, managed, and reviewed annually, including those relating to cyber security and business continuity.
- Advises on appeals and re-marks.
- Reports all suspicions or actual incidents of malpractice, in accordance with JCQ guidance
- Ensuring that assessors of candidates have the correct qualifications and training to complete the task effectively.

The Exams Officer:

- Acts on behalf of the centre in matters relating to the administration of awarding body examinations and assessments.
- Must be fully aware of the JCQ regulations which directly impact their role, and
- present these to their senior leadership team/line manager to ensure that all parties are clear over their responsibilities.
- Meet with line manager to confirm the areas which will be covered within a CPD programme.

- Maintains evidence of examination-related continuing professional development and implements changes arising from updated JCQ and awarding body regulations.
- Reviews examination procedures, guidance documents, and centre policies annually to ensure continued compliance with current regulatory requirements.
- Supports centre inspection activity and maintains documentation required to demonstrate compliance with JCQ regulations.
- Advises the Senior Leadership Team, subject teachers and other relevant staff on annual exam timetables and applications procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff, parents, carers, and candidates of the annual calendar for all exams in which candidates will be involved.
- Communicates regularly with staff concerning imminent deadlines and events.
- Oversees the production and distribution of exam guidance to staff, parents/carers, and students.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ Guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Ensures that a documented "second pair of eyes" checking process is completed prior to the opening of every question paper packet.
- Administers access arrangements and makes applications for special consideration using the JCQ publication Access Arrangements, Reasonable Adjustments and Special Consideration.
- Identifies and manages timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the lead invigilator.
- Organises the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Stores returned coursework/controlled assessments and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Senior Leadership Team, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Follows up any reports of malpractice during exams and reports these to the Head of Centre.

Academic Leaders (Subject Leads/Curriculum Leads) are responsible for:

- Involvement in post-results procedures.
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets.
- Accurate completion of exam entries and all other mark sheets and adherence to deadlines as set by the Exams Officer.

- Signing off completed exam entries.
- Confirmation of candidates' names and exam codes for entry.

Teachers are responsible for:

- Ensuring access arrangement requirements are adhered to throughout the course of study.
- Signing off completed exam entries.
- Marking and moderating all relevant work and controlled assessment to ensure accuracy of predictions.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Identification and testing of candidates, requirements for access arrangements
- The provision of additional support with spelling, writing, reading, hearing impairment - to help candidates achieve their course aims.
  Submitting all evidence supporting candidates' needs for access arrangements and reasonable adjustments by the deadlines published annually by JCQ and the awarding bodies. Ensuring applications for access arrangements are processed through Access Arrangements Online (AAO) where required and that candidates and parents/carers are informed how personal data will be processed in accordance with UK GDPR and Data Protection legislation.

Lead Invigilator (this may or may not be the Exams Officer) is responsible for:

- Collection of exam papers from secure storage and other materials from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exam's secure storage.
- Ensuring that exams are conducted according to the JCQ Instructions for Conducting Examinations (ICE).
- Line leading the team of invigilators.

Candidates are responsible for:

- Confirmation that all exam entries and personal information is correct.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Bringing the correct equipment to exams.
- Abiding by the JCQ exam rules and regulations.
- Arriving to each exam on time.

2. Qualifications Offered:

- The qualifications offered at this centre are decided by the Head of Centre.
- The qualifications offered are GCSEs, or other appropriate Level 1 or 2 qualifications.
- Informing the exams office of changes to a specification is the responsibility of subject leaders.

- Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, SENDCo, subject teachers and subject leader.

3. Exam Series

The 'Summer Season' public examinations are held in May and June. Other non-examination assessments for practical subjects and Languages are held at various points throughout the year as decided by subject leaders of those subjects in accordance with the assessment windows set out by the awarding bodies.

4. Exam Fees

- Exam entry fees are paid by the centre.
- Candidates or departments will not be charged for entries, changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made before the exam board deadlines.
- Fee reimbursements are sought from candidates who fail to sit an exam/do not meet the necessary controlled assessment/coursework requirements without medical evidence or evidence of other mitigating circumstances.

5. Disability Discrimination Act

The centre agrees to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments, and make reasonable adjustments to the service the centre provides to disabled candidates. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010 is included as Appendix 1.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Headteacher/Head of College, Exams Officer and SENDCo.

6. Estimated Grades

Subject leaders are responsible for submitting estimated grades to the exams office when requested.

7. Managing Invigilators

- The recruitment and training of invigilators is the responsibility of the Exams Officer.
- Records of invigilator training content and attendance will be retained and made available for inspection.
- Securing the necessary DBS clearance for new invigilators is the responsibility of the Academy.
- Invigilators are timetabled and briefed by the Exams Officer.

8. Malpractice

- The Head of Centre is responsible for investigating suspected malpractice.

- Suspected malpractice must be reported to the awarding body by the Head of Centre.

9. Exam Days

- The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery, and materials available for the invigilators.
- Site management is responsible for setting up the allocated rooms.
- The Exams Officer or Lead Invigilator will start the exams in accordance with JCQ guidelines.
- Ensures an examination room incident log is available in each examination room and that any incidents are recorded and retained.
- Ensures that a documented "second pair of eyes" checking process is completed prior to the opening of every question paper packet.
- The Senior Leadership Team (SLT) link with responsibility for examinations will oversee candidate identification arrangements and ensure that appropriate staff who know the students are available to support the identification process.
- Subject and/or pastoral staff who are familiar with the candidates must be present outside the examination room prior to the start of the examination to assist invigilators with candidate identification. These staff must not enter the examination room once examination conditions are in force. In practical exams, subject teachers may be on hand in case of any technical difficulties.
- Detailed seating plans showing the exact position of every candidate in the examination room will be produced and retained for each examination session.
- Prior to the start of each examination, invigilators will verify the identity of all candidates using the seating plan, candidate desk cards, information provided by centre staff, and any other appropriate identification methods.
- Candidates must be seated at the workstation allocated to them on the official examination seating plan. Any discrepancies relating to a candidate's identity or seating allocation will be investigated and resolved before the examination commences.
- Invigilators will check that the details printed on each examination paper, including the candidate's name where applicable, correspond with the candidate's desk name card and the identity of the student seated at that workstation. Any mismatch will be reported immediately to the Exams Officer and resolved before the examination begins.
- Completed exam papers must not be read by any member of staff.
- Unused question papers must remain in the secure room until 24 hours after the awarding body's published finishing time.
- Examination scripts will remain within the secure room until transferred to the authorised collection point and proof of despatch will be retained. Scripts remain in the secure room until collection; moved to collection point no more than 15 minutes before collection. Driver signature retained as proof of despatch.

10. Candidates

- The centre's published rules on acceptable dress, behaviour and use of unauthorised materials always apply.
- Candidates must not bring into an examination room any unauthorised material including mobile phones, smart watches, digital watches, earbuds, headphones, AirPods, smart glasses, tablets, notes, or any internet-enabled device unless specifically permitted by JCQ regulations or as part of an approved access arrangement.
- Possession of unauthorised material constitutes a breach of examination regulations even if there is no intention to use the item.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates are required to stay for the full exam time.
- Candidates may only leave the room for a genuine reason (e.g. illness) and are required, where possible, to return immediately to the exam room. Toilet breaks are only permitted if necessary but avoided if possible. Candidates leaving the room must be always accompanied by a member of exam team staff.
- The Exams Officer should manage late or absent candidates on exam days.
- For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer.
- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer or the Lead Exam Invigilator to that effect.
- The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example, by providing a dated letter from the candidate's doctor. The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

11. Results

- Candidates will receive individual results slips on results days in person at the centre.
- Results can be collected on behalf of a candidate by third parties, provided the candidate provides written authorisation.
- Results can be emailed to candidate provided the candidate provides written authorisation.
- Arrangements for the centre to be open on results days are made by the Head of Centre.
- The provision of staff on results days is the responsibility of the Head of Centre.
- The Academy will inform students in advance about the arrangements for any Year 11 results not collected by candidates on results day.

12. Certificates

- Certificates are presented in person or collected and signed for by the candidate.

- Certificates can be collected on behalf of a candidate by third parties, provided the candidate provides written authorisation.
- The Centre retains certificates for twelve months, after which time they are confidentially destroyed.

13.Contingency Planning

Contingency planning for exams administration is the responsibility of the Head of Centre.

Additional Exam-Related Policies

Appendix 1: Disability Policy (Exams)

Purpose of the Policy

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

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

JCQ General Regulations for Approved Centres

This publication is further referred to in this policy as GR.

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

- Identifying the need for appropriate arrangements, reasonable adjustments, and/or adaptations (referred to in this policy as 'access arrangements')
- Requesting access arrangements
- Implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

A definition of disability is provided in the current JCQ publication Access Arrangements and Reasonable Adjustments

This publication is further referred to in this policy as AA.

Identifying the need for access arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.

Senior Leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA.
- Ensures staff roles, responsibilities, and processes in identifying, requesting, and implementing access arrangements are clearly defined and documented.
- Defines and documents roles, responsibilities, and processes in identifying, requesting, and implementing access arrangements.
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.

Special Educational Needs Coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA.
- Ensures the quality of the access arrangements process within the centre.
- Ensures the assessment process is administered in accordance with the regulations.
- Leads on the access arrangements process to facilitate access for candidates.
- Ensures that all assessments conducted and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures the need for access arrangements for a candidate will be considered on a subject-by-subject basis.
- Works with teaching staff, relevant support staff, and the Exams Officer to ensure centre- delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Ensures arrangements put in place for exams/assessments reflect a candidate's 'normal way of working' within the centre.
- Provides appropriate evidence to confirm the need(s) of a candidate.
- Conducts appropriate assessments to identify the need(s) of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

Teaching staff

- Inform the SENDCo of any support that might be needed by a candidate.
- Provide information to evidence the 'normal way of working' of a candidate.

Assessor of candidates with learning difficulties

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

- Has detailed understanding of the current JCQ requirements.

Requesting access arrangements

Roles and responsibilities

Special Educational Needs Coordinator (SENDCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated.
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre.
- Follows JCQ guidance in approving applications for access arrangements for examinations.
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO.
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted.
- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s).
- Maintains a file for each candidate that will include:
    - Completed JCQ/awarding body application forms and evidence forms.
    - Appropriate evidence to support the need for the arrangement where required.
    - Appropriate evidence to support normal way of working within the centre.
    - In addition, for GCSE and GCE qualifications (where approval is required), a printout of the AAO approval together with evidence that the candidate and parent/carer have been informed about the processing and sharing of personal data in accordance with JCQ requirements and UK GDPR legislation.
- Presents the files when requested by a JCQ Centre Inspector.
- Ensures that where approval is required that this be applied for by the awarding body deadline.
- Consults with teaching staff regarding any appropriate modified paper requirements for candidate.

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role.
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated).
- Consults with the SENDCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper.
- Following the appropriate process orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.

Implementing access arrangements and the conduct of exams

Roles and Responsibilities

External assessments

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

Head of Centre

- Supports the SENDCo, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Is familiar with the Pre Series checklists for heads of centre and Exams Officers – The Equality Act 2010 and conduct of examinations provided in the ICE.
- Senior staff responsible for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

Special Educational Needs Coordinator (SENDCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam).
- Ensures a candidate engages in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time.
- Consults with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams.
- Consults with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe, or Sign Language Interpreter).
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s).
- Consults with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Consults with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

Exams Officer

- Is familiar with and follows the Checklist for heads of centre and Exams Officers – The Equality Act 2010 and conduct of examinations provided in the current ICE.

- Ensures exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place are checks are made that arrangements do not impact on any assessment criteria/competence standards being assessed.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s).
- Ensures the facilitator is known by, or introduced to, the candidate prior to exams.
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Consults with the SENDCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Consults with the SENDCo regarding rooming of access arrangement candidates.
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams.
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required).
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam.
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only).
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam.
- Provides cover sheets prior to the start of an exam where required for access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
- Candidates using hearing aids or cochlear implant processors will not be required to remove them. Any Bluetooth connectivity must be disabled or placed into flight mode prior to the commencement of the examination.
- Prints pre-populated cover sheets from AAO where this is required.

Other relevant centre staff

- Support the SENDCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate.

Access Arrangements - Internal assessments

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

Special Educational Needs Coordinator (SENDCo)

- Consults with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment according to the JCQ rules.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s).
- Consults with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment.

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates.
- Ensures candidates are aware of the access arrangements that are in place for their assessments.
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required.
- Consult with the SENDCo regarding assessment materials that may need to be modified for a candidate.

Internal exams

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

Special Educational Needs Coordinator (SENDCo)

- Consults with teaching staff to implement appropriate access arrangements for candidates.

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates.

- Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required.

Facilitating access - examples

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

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

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

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

Example of candidate needs	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	SENDCo gathers evidence to support the need for the candidate to take exams at home. Pastoral head provides written statement for file to confirm the need. Approval confirmed by SENDCo; AAO approval for both arrangements not required. Pastoral head discussion with candidate to confirm the arrangements should be put in place. EO provides candidate with exam timetable and JCQ information for candidates. Pastoral head confirms with candidate the information is understood. Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam. EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials. Invigilator monitors candidate's condition for each exam and records any issues on incident log. Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam. Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition. EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged). EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence. Pastoral head informs candidate that special consideration has been requested.
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	SENDCo: Confirms candidate is disabled within the meaning of the Equality Act 2010. Papers checked for those testing reading. Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded. Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice.

Significant difficulty in concentrating	Prompter Separate invigilation within the centre	SENDCo: Gathers evidence to support substantial and long-term adverse impairment. Confirms with candidate how and when they will be prompted. SENDCo/EO: Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room).
A wheelchair user	Desk, rooms, facilities, seating arrangements, practical assistant	SENDCo: Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed. EO: Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities. Spaces desks to allow wheelchair access. Seats candidate near exam room door. Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room. Practical assistant cover sheet printed from AAO; to be completed by facilitator and securely attached to candidate's work where this may be applicable to the assessment.

Appendix 2: Examination Entries Policy

Rationale

All students have an entitlement to be entered for an examination for which they have been prepared unless there are exceptional circumstances. This policy aims to set guidelines for entrance and clarify support structures to aid the process.

Each student will be challenged, encouraged, and supported to achieve as highly as possible in their examinations and assessments to equip them with the most appropriate qualifications for the next stage in their education and career.

Main Guidelines

- Our aim is that all students will leave Magna Learning Partnership with qualifications appropriate for their ability, interests, and further education/career plans. Most should achieve the equivalent of a minimum of eight GCSEs including English and Mathematics.
- All students should be entered for public examinations unless there are exceptional circumstances. The decision not to enter a student can only be taken by the Headteacher in consultation with the Director of Education. The Academy must ensure that students are given every opportunity to achieve a qualification in English and Mathematics unless there are exceptional circumstances.

Choice of Specification and Awarding Body

Any changes to the exam board must be approved by the Director of Education.

Support Structures

- Students should be given information, advice, and guidance about examination entry through their normal career's guidance, subject teaching, and mentoring sessions.
- Students with special educational needs will be given special consideration where applicable. The Academy will ensure that such parents/carers and students are given this support prior to their external examinations so that they are familiar with procedures.
- Students who are new to the Academy should be given appropriate extra support to enable them to achieve their GCSEs wherever possible.

Entries, Withdrawals, Amendments and Re-takes

- While it is assumed that most students taking options will accept their entitlement to GCSE entry (or equivalent) in those subjects, there may be some students for whom this level of assessment is not appropriate. Subject leaders must consult with the SENDCo and the Head of Centre where there are concerns as soon as possible.
- The Examinations Officer will issue forms to students regarding examination entries. These should be discussed with subject leaders, teachers, mentors, and parents. Students are made aware of the commitment to study and assessment deadlines.
- Once examination entries have been made, any recommendations to withdraw a student, or change tier of entry, should be agreed with the Head of Centre before

entering discussions with parents/carers. A student will not be withdrawn if there is a good chance of them achieving at least a Grade 1 in that examination, unless that entry would be detrimental to their overall health or welfare.

- Re-takes may be sat if it is anticipated that they will result in higher grades and there is sufficient confidence that students will prepare fully for the assessments.

Each Academy within Magna Learning Partnership is responsible for entering their own students for examinations.

Appendix 3: Examination Appeals Policy (Internal and External)

Rationale

Each Academy within the Magna Learning Partnership is committed to ensuring that, whenever teachers assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. If a student believes that this may not have happened in relation to their work, they may make use of the appeals procedure.

Guidelines for Internal Assessment Appeals

Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If a student believes that this may not have happened in relation to their work, they may make use of this appeals procedure (note that appeals may only be made against the process that led to the assessment and not against the mark or grade).
The existence of this procedure is made known to students by reference in a letter and at the start of examination courses and is available for inspection on request.

Appeals should be made as soon as possible and must be made at least two weeks before the end of the last externally assessed paper in the examination series.

Appeals should be made in writing to the Examinations Officer of the individual Academy, who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, they will appoint another member of staff of similar or greater seniority to conduct the investigation. This will also apply if the Exams Officer is not able to conduct the investigation for any other reason.

The person conducting the investigation will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and examination code of practice of the Ofqual. This will be done before the end of the series.

The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.

A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the Academy and is not covered by this procedure. Details of the appeals procedure for the relevant awarding body are available from the Exams Officer.

Guidelines for Review of Results (RoRs)

Any student who wants to query a mark/grade awarded by an Awarding Body upon issue of results should follow the following procedure:

- Contact the Examinations Officer **and** the subject teacher as soon as possible [but at least **five working days before the published deadline for Review of Results (RoRs)**] in person to discuss the mark/grade. The Exams Officer will advise on the options available to query the mark/grade and the costs involved.
- Students should be aware that RoRs can result in marks/grades being raised, confirmed, or lowered. Students must sign a consent form to confirm that they understand the consequence of an RoR. Consent forms will be issued by the Exams Officer.
- The subject teacher will review the student's marks/grades and discuss with the subject leader to agree on the appropriate action considering the breakdown of marks, the grade boundaries and the student's predicted grades.

If the subject leader agrees to support the RoR:

a. The request, together with the students' consent form, should be made to the Exams Officer **before the published deadline for RoRs.** The cost of the enquiry will be met by the exams budget. If the EAR is successful, the fee will be refunded.

If the subject leader does not agree to support the RoR:

b. A student may appeal against the decision not to support an RoR. Appeals should be made in writing to the Exams Officer, at least **5 working days before the published deadline for RoRs**. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent, or guardian. The appeal information will be reviewed by the Exams Officer and a member of the Senior Leadership Team; the outcome of the appeal will be communicated by telephone and 1st class letter post within 24 hours of receipt. This decision is final.

c. If the centre does not support the RoR the student may still proceed with the RoR, but all costs involved will be paid by the student at the time the RoR is made. No RoRs will be made until fees are paid. Requests must be made in person to the Exams Officer **before the published deadline for RoRs**. If the enquiry is successful, the fee will be refunded to the student.

Outcomes following RoRs will be forwarded by the Exams Officer to the student as soon as they have been received from the Awarding Bodies.

Appendix 4: Emergency Evacuation of Exams Rooms

Purpose of the policy

This policy details how the centre deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert, or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

Emergency evacuation of an exam room

Roles and responsibilities

Head of Centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation.

Senior Leader

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

Special Educational Needs Coordinator (SENDCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate.
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation.

Exams Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- Ensures candidates are briefed, prior to exams taking place, on what will happen in the event of an emergency in the exam room.
- Provides invigilators with a copy of the emergency evacuation procedures for each exam room.

- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- Provides an exam room incident log in each exam room.
- Consults with the SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process.

Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the exam room.
- Follow the actions required in the emergency evacuation procedure issued to them for each exam room.
- Confirm with the Exams Officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.

Other relevant centre staff

- Support the senior leader, SENDCo, Exams Officer and invigilators in ensuring the safe emergency evacuation of exam rooms.

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Emergency Evacuation Procedure
Actions to be taken. (as detailed in the current JCQ Instructions for conducting examinations)
Stop the candidates from writing
Collect the attendance register (to ensure all candidates are present) and evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet
Candidates should leave the room in silence
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted
Allow the candidates the full working time set for the examination

If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant awarding body
All candidates, regardless of which room they are sitting their exam, should assemble in a pre-agreed location in silence

Appendix 5: Coursework/Non-examination Assessment (NEA)

What does this policy affect?

This policy affects the delivery of subjects which contain a component(s) of non-examination assessment.

This publication is further referred to in this policy as NEA – JCQ Guidance can be found here.

Purpose of the policy

The purpose of this policy, as defined by JCQ, is 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.

What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be assessed by timed written papers. JCQ Guidance on can found here.

The Basic Principles

Head of Centre

- Ensures that the centre's non-examination assessment policy is fit for purpose.
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision.

Senior leaders

- Ensure the correct conduct of non-examination assessments which comply with JCQ and awarding body subject specific instructions.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject leaders that appropriate awarding body forms and templates for non- examination assessments are used by teachers and candidates.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.

- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject Leader

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Ensures JCQ and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

Subject teacher

- Understands and complies with the general instructions as detailed by JCQ.
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information.
- Marks internally assessed work to the criteria provided by the awarding body.
- Ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries.

Exams Officer

- Conducts tasks where these may be applicable to the role in supporting the administration of non-examination assessment.

The SENDCo must ensure that:

- The access arrangements have been applied for and that liaison takes place with teachers to ensure that the requirements for the students with access arrangements are met.

Task setting

Subject leader

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Makes candidates aware of the criteria used to assess their work.

Issuing of tasks

Subject leader

- Determines when set tasks are issued by the awarding body.
- Identifies date when tasks should be taken by candidates.

- Accesses set tasks in sufficient time to allow planning, resourcing, and teaching and ensure that materials are always stored securely.
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensures candidates are aware of the JCQ regulations for conducting exams.
- Ensure candidates understand and comply with the JCQ regulations for conducting exams.

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- When reviewing candidates' work, unless prohibited by the specification, provides 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.
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner.
- Ensures when work has been assessed, candidates are not allowed to revise it.

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks.
- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.

- Ensures candidates understand that they are not allowed to introduce improved notes or added resources between formally supervised sessions.
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

Where required by the awarding body's specification:

- Candidates must be informed of the centre's expectations regarding the use of Artificial Intelligence (AI) in assessments and understand their responsibility to appropriately acknowledge any AI-generated content used during the production of assessed work.
- Teachers must be satisfied that submitted work represents the candidate's own work and investigate any concerns relating to authenticity before marks are submitted.
- Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
- Signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, contacts the exams officer.

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed as required.
- Instructs candidates to add their candidate number, centre number, and the component code of the assessment as a header/footer on each page of their work.

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensures work is securely stored in the exams office.
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre.
- Reminds candidates of the need to always keep their own work secure and not share completed or partially completed work on-line on social media or through any other means.
- Consults with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

Task marking – externally assessed components.

Conduct of externally assessed work

Subject teacher

- Consults with the exams officer regarding arrangements for the conduct of any externally assessed non- examination component of a specification.
- Consults with the Visiting Examiner where this may be applicable to any externally assessed component.

Exams Officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.
- Conducts the externally assessed component within the window specified by the awarding body.

- Conducts the externally assessed component according to JCQ and examination body guidance.

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner.

Exams Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Despatches the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal Standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required.

Subject teacher

- Indicates on work (or cover sheet) the date of marking.
- Marks to common standards.
- Provides marks to the Exams Officer to the internal deadline.
- Provides the moderation sample to the Exams Officer to the deadline.

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the Exams Officer to the internal deadline.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Exams Officer to the internal deadline.
- Ensures 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.

Exams Officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline.
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted.
- Ensures that for postal moderation work is dispatched in packaging provided by the awarding body.
- Moderator labels provided by the awarding body are affixed to the packaging.
- Proof of dispatch is obtained and kept on file until the successful issue of 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.

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results.

- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.).

Exams Officer

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

External moderation – feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

Exams Officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration.

Access arrangements

Subject teacher

- Works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments.

Special Educational Needs Coordinator (SENDCo)

- Follows the regulations and guidance by JCQ.
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Collaborate with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate.
    - is absent.

        - produces a reduced quantity of work.
        - work has been lost.
- Consults with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

Exams Officer

- Where a candidate is eligible, applies for special consideration via the awarding body's secure portal to the prescribed timescale.
- Where application for special consideration via the awarding body's secure portal is not applicable, submits the required form to the awarding body to the prescribed timescale.
- Keeps required evidence on file to support the application.

Malpractice

Head of Centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators, or other administrative staff.
- Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures.

Subject teacher

- Is aware of the JCQ Information to Candidates
- Ensures candidates understand the JCQ document Information.

Exams Officer

- Signposts the relevant JCQ publication to the Head of Centre and subject leader.
- Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice.

Enquiries about results

Head of Centre

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

Curriculum Leader

- Provides relevant support to subject teachers making decisions about enquiries about results.

Subject teacher

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

- Provides the Exams Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline.
- Supports the Exams Officer in collecting candidate consent where required.

Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments.
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline.
- Collects candidate consent where required.

Spoken Language Endorsement for GCSE English Language specifications designed for use in England.

Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement.

Quality assurance (QA) lead/Lead internal verifier

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

Subject leader for English

- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England.
- Ensures the required task setting and task taking instructions are followed by subject teachers.
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses candidates, either live or from recordings, using the common assessment criteria.

- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings.

Exams Officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

Appendix 6: Word Processing in Exams Policy

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, early in the autumn term, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustment and ICE to JCQ Instructions for conducting examinations.

Principles for using a word processor.

Magna Learning Partnership academies comply with AA section 4 regulations as follows:

- Candidates with access to word processors are allowed to do so to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage because of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom; or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or
  - in internal Academy tests and mock examinations

The use of a word processor

Magna Learning Partnership complies with AA section 5 as follows:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- The centre will ensure that all Artificial Intelligence tools, including operating system assistants, browser-based AI, AI writing assistants, and auto-completion functions are disabled on all devices used during examinations.

- Only grants the use of a word processor to a candidate where it is their normal way of working within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves because of using a word processor due to problems with planning and organisation when handwriting).
- Provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Word processors and their programmes

Magna Learning Partnership complies with ICE instructions by ensuring:

- Word processors are used as a typewriter, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- An unauthorised memory stick is not permitted for use by a candidate.
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own.
- Word processed scripts are attached to any answer booklet which contains some of the answers.

- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops, Tablets and Word Processors

Magna Learning Partnership further complies with ICE instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for an extended period once fully charged and are 'free-standing.'
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- Candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points.
- Candidates are reminded that their centre number, candidate number, and the unit/component code must appear on each page as a header or footer.
- Candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Each page is appropriately numbered.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- Invigilators remind candidates to save their work at regular intervals.
- It is possible to set up 'autosave' onto each laptop/tablet.
- Candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Accommodating word processors in examinations

The use of word processors is internally accommodated in the following manner:

- If required to use a word processor for examination purposes, students may be accommodated separately from those hand-writing their exams. It may be necessary to accommodate students using a word processor in the same room as candidates using other access arrangements.

Other arrangements relating to the use of word processors includes:

- Should an awarding body require a WP cover sheet, the EO should provide the correct cover sheet from the corresponding relevant awarding body.

Appendix 7: Contingency Plan for Examinations

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
IT malfunction or EO/Data Administrator absence	Exam entries/amendments /Results cannot be made by EDI and uploaded to SISRA	Exam board deadlines cannot be met resulting in charges for late fees. Not able to provide data to DfE.	Inform IT Services Marksheets and entries made periodically following availability of base data. SLT Lead to consult with Head of Centre to use support from their EO.	IT SLT Lead Exams Officer
Cyber Incident or Cyber Attack	Loss of access to examination systems, candidate records, email, EDI services, or secure assessment materials.	Unable to process entries, access candidate information, submit data to awarding bodies or administer assessments securely.	Implement the Trust Use of ICT Policy. Notify awarding bodies where examination administration may be affected. Use alternative systems and contingency processes where available. Maintain secure offline access to critical examination information where feasible.	Head of Centre Exams Officer IT Lead SLT Lead
Receiving late entry information	Deadline not met	Late fees will be charged to departments. Extra administrative work for EO.	Academic Leaders to make themselves aware of all exam deadlines and sign off marksheets	Academic Leaders EO SLT Lead
Absence of Exams Officer due to illness on exams day	EO has keys to exams cupboard, is aware of seating plans, clashes, and any access arrangements/specific requirements	Exam papers unavailable/delayed start to the exam. Access arrangement candidates not having correct support/rooming during exam.	SLT Exam Lead has a duplicate set of keys for the exams room and cupboard are kept in the key safe in the Exams Office. Lead invigilator to assist.	HOC Lead invigilator SLT Lead
Absence of SENDCo on exam day	SENDCo to allocate readers and scribes to candidates	Reader/scribe not allocated and exam start delayed	SLT Lead to allocate Teaching Assistants. SENDCo to plan TA allocation in advance and share plan with EO.	SLT Lead

Student late for exam			Reception to inform Exams Officer of late arrival. Centre's discretion as to whether candidate can sit exam. Late candidates need to be reported to exam board by Exams Officer.	Reception Exams Officer SLT Lead
Fire during exam	Evacuation of exams room	Lives endangered, spoiled exam scripts	Invigilators and SLT aware of exam room fire procedures. Candidates aware of meeting point. Adequate fire alarms and all in working order. Security of exam must be maintained.	Invigilators Exams Officer SLT Lead HOC
Candidate caught cheating/being disruptive during exam		Disruption to other candidates	Invigilators report problem. Warning to candidate(s) Removal from Exam if extreme or allow exam to continue and deal with afterwards.	Invigilators Exams Officer SLT Lead HOC
Wrong entry made – incorrect paper on day of exam		Affect candidate's grade	Candidates to check on personal statement of entry. Subject teacher to sign of entries before entry deadline.	Candidate Subject Teachers
Candidate taken ill during exam		Disruption to other candidates	Invigilators aware of procedure. Exams Officer/first aider called. Special consideration for all candidates.	Exams Officer SLT Lead
Exam rooms unavailable at short notice	Main exam room not available due to unexpected incident at exam time. Insufficient exam rooms on peak exam days.	Start of exam delayed resulting in added pressure for candidates and confusion for invigilators.	Use performance spaces and/or classrooms. Contact awarding bodies to request authorisation for candidates to be split into smaller groups and kept under controlled supervision until all have sat the exam.	SLT Lead EO SENDCo

Crisis at Centre	Centre remains open but candidates not able to take exams as normal	Confusion for candidates and staff	EO to advise awarding body and make special consideration if necessary based on candidates meeting minimum requirement of being fully prepared for course but affected by adverse circumstances beyond their control. SLT to advise candidates/candidates of alternative venue if not.	EO SLT Lead– advise candidates/parents
Crisis at Centre	Centre is unable to open on exam day		If possible, Centre to open for exam candidates only – decision to be made by Head of Centre. Use alternative venue in agreement with awarding body. Candidates offered to sit at next available series, if possible. Application to awarding body for special consideration where candidates met minimum requirement of being fully prepared for course but affected by adverse circumstances beyond their control.	Head of Centre reporting to CEO or Director of Education EO – special consideration SLT Lead
Disruption in the distribution of exam papers to Centre	Centre does not receive exam papers when they should		Awarding body to source alternative couriers for delivery of hard copies. Awarding body to provide electronic copies to EO via secure method whereby the EO will arrange for copies to be made and stored under secure conditions.	EO

Disruption in the transportation of completed exam scripts	Extended delay in normal collection arrangements for completed scripts	Papers are not returned promptly, which could result in delayed results.	Awarding body to be advised. Parcelforce to be contacted to ascertain problems. All scripts to be held under secure conditions. Centre NOT to make own arrangements for dispatch without approval from awarding body.	EO
Centre unable to distribute results as normal	Not able to provide candidates with results or provide post-results services	Uncertainty for candidates as do not know if they achieved required grades for ongoing education.	Centre to decide to access, distribute results and if necessary, make post results services at alternative venue. SLT to advise candidates of alternative venue.	SLT Lead EO
Adverse weather conditions		Delay of start to exam. Some students not able to attend	Check weather reports. Inform Exam Board re delay starting. Keep candidates isolated. Special consideration.	HOC SLT Lead Exams Officer
Absence of SENDCo at key points in exam process	SENDCo normally oversees testing and subsequent completion of Form 8 to assist candidate through Access Arrangements	Candidate not assessed, evidence of need of normal way of working not collated and application for Access Arrangement is not made prior to deadline for exam series	Alternative staff member to oversee testing/assessment and arrange for Access Arrangements application to be made with support of SLT and EO. Consider use of assessor from another MLP Academy.	SLT Lead EO
Exam scripts and Assessment evidence not available to be marked	Large scale damage to or destruction of completed exam scripts or assessments before it can be marked	Possibility that awarding body consider candidate/s not completed work and result not achieved.	Centre to provide evidence of candidate achievement to awarding body in accordance with regulations. Candidates to retake affected assessment at later time if possible.	SLT Lead EO Subject Leaders

Appendix 8: Exam Malpractice Policy and Procedures

This policy is reviewed and updated annually to ensure that any malpractice is managed in accordance with current requirements and regulations.

Introduction

What is malpractice and maladministration?

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

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered.
- a failure to follow established procedures in relation to a qualification.

which:

- gives rise to prejudice to candidates.
- compromises public confidence in qualifications.
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate.
- 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' means 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 writing of any examination paper.

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a communication professional, a language modifier, a practical assistant, a prompter, a reader, or a scribe.

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Purpose of the policy

The Academy has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised avoiding

committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body.

General principles
In accordance with the regulations the Academy will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place.
- Inform the awarding body immediately of any alleged, suspected, or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation.
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may require.

Preventing malpractice

The Academy has in place robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**. This includes ensuring that all 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.

Informing and advising candidates
Candidates are given copies of the relevant guidance around malpractice.

Artificial Intelligence

Use of Artificial Intelligence in Assessments

Artificial Intelligence (AI) tools may only be used where permitted by the relevant qualification specification and teacher guidance.

Candidates must clearly acknowledge any use of AI-generated content within work submitted for assessment.

Where AI-generated material has contributed to an assessment, candidates must ensure that they can demonstrate their own understanding and that the final submitted work remains their own.

Failure to appropriately acknowledge the use of AI, or submission of work that is not the candidate's own, may constitute malpractice and may be reported to the relevant awarding body.

Subject leaders and teachers should maintain appropriate evidence of candidate work development and authentication throughout the assessment process and investigate any concerns regarding authenticity.

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not. This guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (https://www.jcq.org.uk/exams-office/general-regulations/), all work submitted for qualification assessments must be the students' own.
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section below).
- Teachers and assessors must only accept work for assessment which they consider to be the students' own. Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.

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. If any member of staff suspects malpractice during an exam they will raise it with the Exams Officer. They will ensure any evidence is kept and that the member of staff writes a statement. This will then be reported to the Head of Centre.

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 publication.

Suspected Malpractice: Policies and Procedures

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

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

The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately. If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals.

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

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

Communicating malpractice decisions
Once a decision has been made, it will be communicated in writing to the Head of Centre 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.

Appeals against decisions made in cases of malpractice.
The Academy will provide the individual with information on the process and timeframe for submitting an appeal, where relevant.