

The Headmistress must ensure that the SENCo (or equivalent role within the Centre) has sufficient time to both manage the access arrangements process within the centre and familiarise herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*.

The Headmistress must also ensure that the Examinations Officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system.

The Examination Cycle

The examination and administration process that needs to be undertaken for each examination series is often referred to as the examination cycle and relevant tasks required within this are grouped into the following stages:

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The following documents are available as Annexes to the Examination Policy:

Annex A: Internal Appeals Procedure (relating to internal assessment decisions and to manage disputes when a candidate disagrees with a centre decision not to support a review of results or an appeal)

Annex B: Data Protection – Examination Related information Notice

Annex C: Contingency Plan

Annex D: Non-Examination Assessment (NEA) policy

Annex E: Hard Copy Conflict of Interest Centre Staff Declaration Form (this material is collected electronically using Microsoft Forms)

Annex F: Malpractice Policy

1. Planning: Roles and Responsibilities

1.1 Information gathering and sharing

Examinations Officer:

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the examinations process that has been updated, including GR (General Regulations for Approved Centres), ICE (Instructions for Conducting Examinations), AA (Access Arrangements and Reasonable Adjustments, SMPP (Suspected Malpractice Policies and Procedures) and NEA (Instructions for conducting non-examination assessments) which are saved in the Staff Hub Exams Folder.
- Signposts relevant centre staff to JCQ information that should be provided to candidates, as well as displaying all candidate information documents on the exam notice boards and saving on the Student Portal.
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites.

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct.
- Produces an annual examinations plan of key tasks and key dates to ensure all external deadlines for relevant qualifications can be effectively met; Ensures JCQ key dates documents are saved in the Staff Hub Exams Folder.
- Collects information on internal examinations to enable preparation for and conduct of the Year 11 and Year 13 mock examinations and the School examinations for Year 9, 10 and 12.
- Recruits the necessary number of invigilators to cover all examination periods throughout the academic year.
- Provides training for new invigilators on the current instructions for conducting examinations to ensure they understand their role fully. They will also provide an annual update event for the existing, experienced invigilation team so that they are aware of any regulation or centre specific changes in a new academic year before they are allocated to invigilate an exam.
- Provide suitable training to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand their role and the rules and regulations of access arrangements as to what is and what is not permissible in the exam room.
- Provides suitable training for School Office and Reception staff so they fully understand their role in maintaining the security of the exam papers on receipt and collection.

Heads of Department:

- Responds (or ensures teaching staff respond) to requests from the Examinations Officer on information gathering and meets the internal deadline for the return of information.
- Informs the Examinations Officer of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body.
- Ensures that they, and their teaching teams, read all JCQ documentation relevant to their subject(s) and signposts all students to the JCQ Information to Candidates documentation relevant to their subject(s) as well.

1.2 Access Arrangements/Reasonable Adjustments

Some candidates, including those who may have a physical impairment or a learning disability, require extra support to enable them to sit their examinations. The majority of these girls will have been assessed by the Learning Support Department and have been receiving help for internal tests and examinations over a period of time.

Any girl who thinks they need additional support to fully access examination papers must see the SENCo (or equivalent role within the Centre). If after assessments it is agreed that they are entitled to additional support, the candidates and their parent/guardian must sign a Data Protection confirmation (see Access Arrangements Policy) to facilitate the arrangements through the websites of the Examination Boards.

The SENCo (or equivalent role within the Centre)) is responsible for assessing candidates (or works with the appropriately qualified assessor as appointed by the Head of Centre) in order to identify access arrangement requirements.

Candidates may not require the same access arrangements in each specification. Subjects and their assessment needs will vary, leading to different demands of the candidate. Therefore, the SENCo (or equivalent role within the Centre) must consider the need for access arrangements on a subject by subject basis.

SENCo (or equivalent role within the Centre):

- Gathers evidence to support the need for access arrangements for a candidate.
- Liaises with teaching staff to gather evidence of normal way of working of an affected candidate.
- Gathers signed Personal data consent and Data Protection confirmation forms (candidate personal data consent form) from candidates where required.
- Applies for approval through Access arrangements online (AAO) via the Central Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO.
- Keeps relevant paperwork and evidence on file for each candidate for JCQ inspection purposes.
- Liaises with the Examinations Officer regarding examination time arrangements for access arrangement candidates and employs good practice in relation to the Equality Act 2010.
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period.
- Liaises with the Senior Deputy Head to provide and annually review a centre policy on the use of word processors in examinations and assessments (see Word Processor Policy).

The School is required to inform the Examination Boards if any candidates require readers, the use of a laptop or a scribe/amanuensis. These support arrangements must reflect the candidates' normal method of work. The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs. A word processor cannot simply be granted to a candidate because she now wants to type rather than write or can work faster on a keyboard, or because she uses a laptop at home (see Word Processor Policy).

1.3 Alternative Rooming Arrangements within the centre

In accordance with the Equality Act 2010 Mayfield School will make reasonable adjustment for candidates in exceptional circumstances. These may include (but are not limited to):

- A specific disability or medical condition
- The possibility of disruption to other candidates sitting the examination
- Prior exclusion from the school on the basis of a disciplinary, or other, matter.

Whether adjustment is made will depend on a number of factors. However, the School ensures criteria for candidates granted alternative rooming arrangements within the centres is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in the main examination rooms. Following JCQ regulations (AA 5.16) the candidate's difficulties must be established within the School and be known to their tutor, Head of Year, Head of School, SENCo (or equivalent role within the centre) or a senior member of staff with pastoral responsibilities (such as the Head of Pastoral). Alternative rooming arrangements must reflect the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs, or significant behavioural issues which would disturb other candidates in the examination room. The Headmistress or Senior Deputy Head, in conjunction with the Examinations Officer, SENCo (or equivalent role within the centre) and Head of School will make judgement on the reasonableness of individual cases. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Girls requiring alternative rooming arrangements will sit examinations outside of the main examination hall e.g. in a room that can accommodate a smaller group of candidates, such as, but not limited to, the Study Rooms of the Community Centre. These girls are encouraged to check the Examinations notice boards regularly for the location of individual examinations as well as the iSAMS student portal.

1.4 English for Speakers of Other Languages (ESOL)

Students for whom English is not their first language may be entitled to use a bilingual dictionary during examinations, except for English and other examinations where marks for spelling are awarded (ICE 14.3) and examinations testing their native tongue or similar language. The Modern Languages Coordinator and the Head of the International English department in conjunction with the SENCo (or equivalent role within the Centre) and the Examinations Officer, makes the necessary arrangements.

2. Entries: Roles and responsibilities

2.1 Final Entries

Examinations Officer:

- Requests final entry information from Heads of Departments in a timely manner to ensure awarding body external deadlines for submission can be met.
- Makes candidates aware of the JCQ 'Information for candidates - Privacy Notice' when entries are being processed, as well as those of the individual Awarding Bodies.
- Submits to the examination boards, in accordance with their published procedures, the finalised entries and subsequently confirms with Heads of Departments that final entry information has been submitted.
- Informs Heads of Departments of subsequent deadlines for making changes to final entry information without charge and ensures as far as possible that entry processes minimise the risk of entries or registrations being missed thus reducing the potential for late or other penalty fees being charged by awarding bodies.
- Provides candidates with a statement of entry for checking.

Heads of Departments:

- Provides information requested by the Examinations Officer to the internal deadline.
- Informs the Examinations Officer immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes:
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Checks final entry submission information provided by the Examinations Officer and confirms information is correct.

Candidates:

- Check statement of entry information is correct and report any discrepancies to the Examinations Officer immediately. It is the responsibility of each candidate to ensure that she is aware of the examination dates relevant to her courses of study and the associated examination requirements, including deadlines for entries and the submission of non examined assessment material. Penalties for

late entries can be severe and the late submission of coursework can result in a mark of zero or a recorded absence.

- In addition to entry details, the candidate needs to check that the following are correct: the spelling and presentation of their official name (which will show on certificates), date of birth and other personal details. The amended form must be returned immediately to the Examinations Officer for replacement.

Any candidates wishing to re-sit either units or full awards must consult with the relevant Head of Department to ensure that the entry is confirmed to the Examinations Office before the Awarding Bodies' deadlines for entries.

2.2 Entry Fees

All examination fees are recharged to pupils' families through their School accounts. The Examinations Officer passes these details on to the Bursary for processing. This applies to all costs associated with examinations including: entries, late entries, late withdrawals and any costs associated with the post-results service. External candidates are invoiced directly for any fees.

2.3 Internal assessment and endorsements

Non-examination assessments will be conducted in accordance with the Non-Examination Assessment Policy (see Annex D). The Senior Deputy Head will ensure teaching staff have the necessary and appropriate knowledge, understanding, skills and training to set tasks, conduct task taking and to assess, mark and authenticate candidates' work.

Deadlines for the subjects vary between Examination Boards, but, if the work has to be marked internally before being sent off, time for this has to be built into the process by the teaching staff. Each subject tutor will inform students of their deadlines. These must be strictly adhered to, and any late work will not be marked unless it is accompanied by a doctor's note.

Head of Centre:

- Provides fully qualified teachers to mark non-examination assessments.
- Ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the School's marking (see Annex A).
- Ensures a non-examination assessment policy is in place for GCE and GCSE qualifications which include components of non-examination assessment (see Annex D – NEA policy).
- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement.

Examinations Officer:

- Submits marks, endorsement grades and samples to awarding bodies and moderators to meet the external deadlines.
- Keeps a record to track what has been sent.
- Logs moderated samples returned to the centre.
- Ensure that teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work.

Heads of Department are responsible for ensuring:

- That teaching staff delivering GCE or GCSE specifications (which include components of non-examination assessment) follow JCQ 'Instructions for conducting non-examination assessments' and the specification provided by the awarding body.
- That appropriate internal moderation, standardisation and verification processes are in place.
- Marks for internally assessed components of qualifications are received by the Examinations Officer by the internal deadline.
- Staff assess and authenticate candidates' work to the awarding body requirements.
- Staff assess endorsed components according to awarding body requirements
- That marks and samples are submitted to the awarding bodies / moderators by the external deadline.

Subject Teachers are responsible for ensuring:

- Appropriate instructions for conducting internal assessment are followed.
- Candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed prior to assessments taking place.
- Candidates are informed of their centre assessed marks as a candidate may request a review of the School's marking before marks are submitted to the awarding body.

Candidates:

- Authenticate their work as required by the awarding body.

3. Pre-examinations

3.1 Briefing candidates

The Examinations Officer, will issue relevant JCQ and awarding body information to candidates. In conjunction with the Senior Deputy Head, centre information will be issued to candidates at an examination briefing meeting as well as in a written document to both girls and their parents. The centre information will include information on:

- Examination timetable clashes
- Arriving late for an examination
- Absence or illness during examinations
- What equipment is/is not provided by the centre
- Food and drink in examination rooms
- Prohibited items not allowed in exam rooms
- When and how results will be issued and the staff that will be available
- The post results services and how the centre deals with requests from candidates
- When and how certificates will be issued.

3.2 Timetabling and rooming

Examinations Officer:

- Produces a master centre examination timetable identifying examination rooms.
- Identifies and resolves candidate examination timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted – see 3.6).

- Allocates invigilators to examination rooms (or where supervising candidates due to an examination timetable clash) according to required ratios.
- Liaises with the School Concierge to ensure examination rooms are set up according to JCQ and awarding body requirements and anticipates the need for any specialist equipment.
- Liaises with the SENCo (or equivalent role within the Centre) regarding rooming of access arrangement candidates.
- Once entries and amendments are completed, the examinations database will generate a timetable for all candidates. The examination timetable should be checked for any clashes (where two examinations in different subjects are timetabled at the same time).

3.3 Security of examination material

The School ensures that the confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions. The Examinations Officer will have a process in place to record confidential materials delivered to the School and issued to authorised staff. The Examinations Officer will receive, check and securely store question papers and other examination materials according to the JCQ and awarding body requirements. For the arrangement for handling secure electronic materials please see section 4.2.

- Secure deliveries containing examination material should only be received at the main School Office in Reception. School Office staff will support the Examinations Officer in the receipt and dispatch of confidential examination materials.
- Upon receipt, the lading number and other information required needs to be recorded on the form in the folder that is to be found in the Examinations drawer in the main School Office. The packages will then be placed in the secure cabinet in the main School Office and the Examinations Officer informed. In the event that the delivery is too large for the cabinet, the boxes will be kept in the main School Office under the constant scrutiny of one of the school staff therein until the arrival of the Examinations Officer.
- On collection, the Examinations Officer will counter-sign for receipt on the form and immediately transfer the papers to the Examinations Storage Room in the upper floor of the Community Building and placed in a non portable security cabinet with multi point locking system. The door to the Examinations Storage Room is keypad operated – two to six key holders are allowed, each of whom must fully understand their responsibilities as key holders to the secure storage facility. The Examinations Officer, Deputy Head Academic and the Senior Deputy Head have the code and the key to the security cabinet within. Access to the centre's secure storage facility is restricted and staff approved by the Head of Centre must be accompanied by a key holder at all times.
- The question paper packets and the examination material must be checked at the point when they are removed from the despatch packaging, and a log kept of this check. This must be undertaken in the secure room.
- The papers will be stored in date order, from top to bottom in the cabinet, and will be checked against a timetable to ensure the relevant papers have arrived. In the event of any disparity the Examinations Officer will contact the awarding body.
- Question papers must not be released to teaching staff until after the awarding bodies published finishing time for the exam, or until all candidates within the centre have completed the examination, whichever is later.

3.4 Data Protection

Mayfield School, in relation to examinations management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) (cross reference Data Protection Policy). See Annex B Data Protection – Examination Related information Notice.

3.5 Conflict of Interest

The Examinations Officer, acting on behalf of the Head of Centre will ensure that the relevant awarding bodies are informed of any Conflict of Interest where:

- Ensures the relevant awarding bodies are informed of any **Conflict of Interest** where:
 - a member of centre staff is taking a qualification at Mayfield School which includes internally assessed components/units (taking at the centre is used as a last resort only when alternative centres are unavailable).
 - Any members of centre staff who are teaching and preparing members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units.
- Maintains records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where:
 - a member of exams office staff have members of their family (which includes step family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for exams and assessments either at Mayfield School or at another centre
 - a member of centre staff is taking a qualification at Mayfield which does not include internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
 - a member of centre staff is taking a qualification at another centre.

For each Series, the Exams Officer will send an electronic Microsoft Form questionnaire to all staff and invigilators to obtain records of this information. For those without email access there is a hard copy form available. See Annex E: Conflict of Interest Centre Staff Declaration Form.

3.6 Overnight supervision arrangements

Mayfield School will only apply overnight supervision arrangements as a last resort, once all other options have been exhausted. At the Centre's discretion, candidates may be allowed to take an examination scheduled in the afternoon session the following morning, including Saturdays, when the candidate is entered for three or more examinations timetabled on the same day and the total duration of those papers is more than six hours for GCE examinations or more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks.

The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means that the candidates must not meet or communicate with anyone who may have knowledge of the content. This includes email, internet, online streaming services, printed media, radio, social media (including messaging apps), telephone and television (ICE 8.4). Boarding girls are placed in isolation in the Well Being Centre overnight or in one of the younger boarding houses (supervised by one of the Graduate assistants).

The JCQ Overnight Supervision and Overnight Supervision Declaration forms must be completed before the overnight supervision is to commence.

4. Examination Time

4.1 Examination Papers and materials

All examinations staff are reminded that care must be taken when handling question paper packets to ensure the packaging is not damaged.

Examinations Officer:

- Organises examination question papers and associated confidential resources in date order in the secure storage facility.
- Attaches erratum notices received to relevant examination question paper packets.
- Collates attendance registers and examiner details in date order.
- Regularly checks mail or email inbox for updates from awarding bodies.
- In order to avoid potential breaches of security, ensures prior to question paper packets being removed from secure storage and subsequently being opened in the examination room that another member of staff or an invigilator checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened. These checks must be recorded. Question papers must never be left unattended once they have been removed from the centre's secure storage facility. (If it is subsequently identified, following this check, that the wrong question paper packet has been opened, it will be resealed, and this incident reported to the relevant awarding body's Malpractice Inspection Team immediately).
- Where allowed by the awarding body, only releases examination papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the examination, or until any timetable clash candidates have completed the examination.
- Ensures the secure storage facility contains only current and live confidential material (including live confidential exam stationary provided by the awarding body for the use of candidates in their assessments. Internal school tests and mock examinations must not be kept in the centre's secure storage facility.
- Ensures that examination stationary, e.g. answer booklets and formula booklets are stored in the secure room.

4.2 Arrangements for the handling of secure electronic materials

- Between two and six members of centre staff are authorised to handle secure electronic materials, although other staff may assist with printing and collation, provided they are under supervision.
- Email accounts used for secure material access must belong to the named individuals or be a group email account accessed solely by the authorised individuals.
- Passwords used to access the secure material must be strong and changed regularly.
- Files must only be accessed by the named individual(s) to who they have been sent. Emails or links to secure materials must never be forwarded or shared. All staff accessing secure assessment material via awarding bodies' online systems must have a device complying with awarding bodies' multi-factor authentication (MFA) requirements. Devices used for the purposes of multi-factor authentication (MFA) must never be shared by more than one member of staff.

- Files must be stored locally only for the purposes of printing and then deleted immediately, along with any emails or links associated with the secure file. The deleted items folder must also be emptied and deleted.
- Accounts used to access secure material must be audited regularly and reviewed ahead of each examination series to ensure that users have appropriate levels of access and all inactive accounts have been closed.
- The integrity and security of the electronic question paper must be maintained during the downloading, printing and collating process. Secure files must be accessed and printed within a secure area, to prevent unauthorised personnel accessing live assessment materials.
- Once printed, question papers must be sealed within a non-transparent envelope marked clearly with the exam details on the outside of the envelope. The envelope must be stored securely ready for transfer to the examination room at the appropriate time.

4.3 Examination Rooms and Invigilation

Examinations Officer:

- Ensures examination rooms are set up as required in the regulations with candidates' chairs placed from the centre to the centre a minimum distance of 1.25 metres in all directions. Internal school tests, mock examinations, revision sessions cannot be conducted in a room 'designated' as an examination room. The room remains a 'designated examination room' up to the point when all candidates have left and all related materials such as candidates' scripts, question papers and resource materials have been removed from the room.
- Provides invigilators with appropriate resources to effectively conduct examinations.
- Briefs invigilators on examinations to be conducted on a session by session basis.
- Provides authorised examination materials which candidates are not expected to provide themselves.
- Ensures invigilators and candidates are aware of the emergency evacuation procedure.
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an examination room is evacuated.
- Ensures invigilators understand that they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log.
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log.
- Deploys invigilators effectively to examination rooms throughout an examination series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant, reader, prompter and/or scribe in maintaining the integrity of the exam.
- Allocates invigilators to examination rooms (or where supervising candidates due to a timetable clash) according to the required ratios.
- Ensures that invigilators only have a mobile phone or walkie talkie in the examination room for the specific purpose of being able to get help easily and instructs the invigilator that any mobile phone is only allowed for this specific purpose and must be kept on silent mode.

Senior Deputy Head:

- Ensures invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that this must be on silent mode), or the ability to deal with a candidate who has to leave the examination room temporarily by providing a rota of cover staff to sit outside the main examination rooms.
- Ensures that on the day of the examination, relevant internal tests, mock exams, revision or coaching sessions for the examination candidates will not be held in the designated examination room
- Ensures only authorised centre staff are present in examination rooms. A teacher, tutor or a senior member of centre staff who teaches the subject being examined must not be used as an invigilator during the examination.
- Ensures the centre's policy relating to food and drink that may be allowed in examination rooms is clearly communicated to candidates
- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room.
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates.

4.4 Identification of Candidates

The identity of students on roll at Mayfield is checked as part of the initial registration process by the collection of a copy of the passport of every student.

The Examination Officer will provide seating plans for the examination rooms according to JCQ and awarding body requirements (and ensure that candidates with access arrangements are identified on the seating plan). Invigilators will check the identity of the candidate against the examination attendance register and seating plan using the candidate photographs provided for the relevant year group(s). If there is any concern about the candidate's identify, senior staff* or the Examinations Officer will be on hand at the start of each examination to verify the candidate's identity.

*Senior members of centre staff, such as Deputy Head Academic, Senior Deputy Head or appropriate Head of School who have not taught the subject being examined may be present at the start of the exam to assist with the identification of candidates.

External/private candidates who are not known to the School, are expected to bring photographic identification (e.g. passport or driving licence) with them which will be checked by the Examinations Officer or invigilator. Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be taken by a member of staff of the same gender to a private room where they will be asked to remove the religious clothing for identification purposes. Once identification has been established, the candidate will proceed as normal to sit the examination. External applicants will be informed of this procedure in advance of their first examination.

4.5 Candidate Lateness

Late or Very Late arrival candidates are not allowed to enter the examination room without permission after the examination has begun. They will be briefed outside the examination room, either by the Examinations Officer or by an invigilator.

Invigilators, through training, are made aware of the School policy for dealing with late/very late arrival candidates. The Examinations Officer will warn the candidate that their script may not be accepted by the

awarding body and will ensure that any candidates who arrive very late for an examination are reported to JCQ and the awarding body, through CAP as soon as practically possible after the examination has taken place. A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. (ICE 21.5). The awarding body will be informed of the situation and will decide whether to accept the script (ICE 21.6).

The invigilators will ensure the relevant information is recorded on the examination room incident log, as follows:

- The time the candidate came under centre staff supervision.
- The reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre.
- The actual starting and finishing times of the examination.
- The time the candidate started the examination.
- The time the candidate finished the examination.
- Any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination.

The School policy for late/very late arrival is such that any candidate who arrives late for an examination with good reason will be allowed to sit the examination, although this is entirely at the discretion of the centre.

For examinations that last more than one hour, a candidate will be considered to be very late if they arrive more than one hour after the awarding body's published starting time for an examination i.e. after 10:00am for a morning examination or after 2.30pm for an afternoon examination. The Examinations Officer will decide whether the candidate can sit the examination or be supervised and sit it in the next available session.

For any examination lasting less than one hour, a candidate will be considered to be very late if they arrive after the awarding body's published finishing time for the examination. The Examinations Officer will decide whether the candidate can sit the examination or be supervised and sit it in the next available session.

Repeated lateness for public examinations will be considered to be a serious disciplinary issue and will be investigated by the Senior Deputy Head or Deputy Head Academic.

The awarding body pays particular attention to the maintenance of the security of the exam and the supervision of the candidate. Therefore, as part of the pre examination student briefing given by the Senior Deputy Head and in the guidance booklet sent to all parents and students, candidates are reminded that if they are unavoidably delayed getting to school, (once they have informed the School that there is a problem), they must take steps to minimise contact with other people. They should also ensure that their mobile phone is turned off and removed from their possession until arrive at the examination room.

4.6 Candidate Absence, Sickness or Emergency

In the event of sickness on the day of the examination, candidates should telephone the School Reception immediately (01435 874600) and ask to speak to the Examinations Officer or the appropriate Head of School (before the examination if possible). If possible, candidates must attempt to attend and sit the examination. A doctor's letter will be required within three calendar days of the examination if an application is to be made for Special Consideration (see Section 4.6).

Candidates feeling ill during the examination should raise their hand to attract the attention of the invigilators. If necessary, an invigilator will escort candidates from the room. Candidates who leave the room unsupervised, will not be allowed to return during that session.

No candidate may absent themselves from a public examination without the permission of the appropriate Head of School or Senior Deputy Head. This is to help ensure the smooth start of examinations for all candidates and to make sure that there are no inadvertent security breaches (for example where candidates have rescheduled examinations due to clashes). Invigilators will ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan.

Where any unexpected absences are discovered, the candidate's Head of School or the School registration manager will be contacted to ascertain their whereabouts. If the candidate is identified as being late, then the procedure described in Section 4.5 is applied. If the candidate is absent from school, then their absence will be recorded in accordance with the boards' procedure.

4.7 Emergency Procedure during Public Examinations.

If there is a fire or similar emergency in another part of the School that does not affect the examination room, the examination will not be disturbed. If a fire or similar emergency does occur that necessitates the evacuation of the examination room the Lead Invigilator must:

- Inform candidates to stop writing and note the exact time the examination was suspended.
- Reassure the candidates that there is no need to panic and that candidates will be given the full working time for the examination once it can resume.
- Firmly remind candidates that the examination has not finished, so any kind of communication with anyone inside or outside the room could result in the cancellation of their examination paper.
- Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet.
- Pick up the seating plan and attendance registers and ensure candidates are escorted in silence to the evacuation assembly point in front of the Chapel (if examination is in Gresham or the Space) or outside the Gym (if the examination is in the Gym or Community Buildings).
- Ensure that the candidates are as supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- If there are only a few candidates, and depending on the nature of the emergency, the lead invigilator can consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.

When the emergency is past, candidates must return to their places in silence. Until instructed by the Lead Invigilator, they must not resume writing. The Lead invigilator must make a note of the time of interruption and how long it lasted. Candidates must be allowed the full working time set for the examination.

As soon as practically possible and safe to do so, the Lead Invigilator records details on the exam room incident log to support follow up reporting to the awarding body by the Examinations Officer. The report to the awarding body should include the following information:

- The nature of the emergency
- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed

- The actual finishing time(s) of the resumed exam(s)
- The codes of the examination papers affected
- Brief notes about the incident, particular if other incidents have occurred as a result.

Further details could include a judgement on the impact on candidates after the interruption/evacuation and the behaviour of the candidates. Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control.

The Head of Centre will ensure any breach of question paper security or malpractice is reported to the awarding body immediately. The Examinations Officer will ensure appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken through application of the special consideration process where applicable (in cases where a group of candidates have been disadvantaged by a particular event) and ensure a full report of the incident is produced and retained on file if required by an awarding body.

4.8 Special Consideration

Special consideration may be given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. Centre must not submit applications for special consideration for trivial cases, such as a minor disturbance in the exam room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing, with other specific examples that would be rejected being, but not limited to: a bird tweeting outside the examination room; a lorry reversing; a toilet being flushed; doors in a corridor adjacent to the examination room opening and closing; very short, momentary noise from, for example, aeroplanes, helicopters, lawn mowers (SC1). Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. Only minor adjustments can be made to the mark awarded. Candidates will be eligible for special consideration only if they have been fully prepared and have covered the whole course. Full details can be found in the JCQ publication 'A guide to the Special Consideration Process', which is available from the Examinations Officer. Candidates may be asked to provide medical or other evidence, which must be signed by the Senior Deputy Head to support any eligible applications. This evidence will be retained until after the publication of results.

4.9 Food and Drink

Candidates may bring water into the examination room. Water bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles. No food, sweets, gum etc. are permitted, unless this is needed for a medical reason, in which case approval will have been sought from the Examinations Officer prior to the start of the examination season, and any food brought into the examination room must be free from packaging. Any medication should be brought to the attention of an invigilator prior to the start of the examination.

4.10 Clocks

Student watches of any description are not allowed in the examination room. A reliable clock (analogue and/or digital) must therefore be visible to each candidate in the examination room. The clock must show the actual time, countdown and count up clocks are not permitted. Centres should ensure that any clocks used in the examination room are in good working order and if that it several clocks are used that they show the same time.

4.11 Candidates leaving the exam room temporarily

Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. In normal circumstances candidates will not be allowed extra time to compensate for their temporary absence, but this is at the discretion of the centre. Situations involving candidates needing to leave the exam room temporarily must be recorded in the exam room incident log by the invigilator.

4.12 Access Arrangements

Full details of all Exam Access Arrangements will be included with the exam register and on the seating plan, so that all invigilators are aware of any additional entitlement. In certain instances, these candidates may be allocated to a separate room. Please refer to the Access Arrangements Policy for more information.

4.13 Unauthorised Materials

Candidates must not bring any unauthorised materials into the examination room, including any digital devices, any watch, any smart devices (including glasses), revision notes, etc. Any such materials must be handed in to an invigilator prior to the start of the examination. Any candidate discovered to be in possession of any unauthorised materials during the examination will have those materials removed and documented. They will be allowed to sit the remainder of the examination. The School will report details of the suspected malpractice to the relevant awarding body.

4.14 Music (ABRSM) and LAMDA examinations

All ABRSM and LAMDA examiners are DBS cleared by the Board. After signing in at reception (cross reference Visitor Policy), the examiners are escorted to the respective departments and accompanied throughout the course of their visit when not actually conducting the examination. Only the examiner and the steward plus the accompanist if required may enter the examination room.

4.15 JCQ Inspection Visit

Centres must ensure that they have designated members of centre staff, Monday to Friday, 8.30am to 3.30pm, to accompany a JCQ Centre Inspector or awarding body representative. The Examinations Officer will accompany the Inspector throughout the visit, which will include inspection of all venues used for examinations and assessment, paperwork and secure storage facilities.

The SENCo (or equivalent role within the Centre) or Senior Deputy Head (in the absence of the SENCo (or equivalent role within the Centre)) will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise.

The Head of Centre must ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access

question papers and other confidential assessment material. Ultimately awarding bodies could withdraw approval of the centre.

4.16 JCQ Examination Contingency Day(s)

As part of their contingency planning, JCQ have decided that there should be the option to postpone an exam in the event of a national event or incident and rearrange for a later date to allow all students a fair and equal chance. These dates are published to parents as part of the annual term dates documentation, the iSAMs School calendar and in the 'Mayfield School, Public Examination Guidance for students and parents Examination Guidance Booklet.

For summer 2025 the awarding bodies have designated the afternoon of Wednesday 11th June and also Wednesday 25th June 2024 as 'contingency days' for examinations.

Mayfield recommends that all exam candidates must be available to sit exams from the start of the exams in May until this date near the end of June. In particular we advise that girls are within easy access of Mayfield until the 25th June and that holidays or flights home are planned accordingly. Students will not be expected to be in school on these days unless one or more of their examinations is rescheduled. However, where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements.

4.17 Dispatch of Exam Scripts

The Examinations Officer will dispatch scripts as instructed by JCQ and the awarding bodies and will keep appropriate records to track dispatch.

Upon completion of the exam, the relevant papers and paperwork will be placed in the secure packaging, supplied by the awarding bodies, and the Examinations Officer will place them in the secure facility in the Main Office to await collection. Papers completed during the afternoon session, will be stored in the secure facility overnight*, before being taken to the Main Office for collection. *On the Friday of summer half term, the centre will endeavour to ensure scripts are dispatched in the afternoon. If this is not possible, they will be retained in the secure room and dispatched as early as possible on the Tuesday morning after the bank holiday.

5. Results and Post Results

Candidates and their parents are emailed at the end of term, as well as a few days before the publication of results about the arrangements for collection of results and are also sent all the post results services information, including the fees charged and the deadlines for requesting any of the services.

5.1 Accessing Results

The Examinations Officer accesses results from awarding bodies under restricted release of results and resolves any missing or incomplete results with the awarding bodies. The results will be kept entirely confidential and restricted to the Head of Centre, Examinations office staff (including the Data Manager and any results processor), the Senior Deputy Head, Deputy Head Academic, Head of Sixth Form and Head of Middle School (GCSE only) until the official dates and times of release of results to candidates.

5.2 Results Day

The Examinations Officer issues results via the iSAMS Student Portal. This will happen on the dates specified by JCQ for the release of results to candidates, as soon as possible after the official release time of 8.00 BST. Results will not be sent to private e-mail addresses of either candidates or their parents/guardians, unless requested and approved in advance using the candidates' school email address. n.b. For candidates up to the age of 18, the School will take into account legislation and guidance on sharing information with parents (including non-resident parents) from the Department for Education regarding parental responsibility.

There will be no distribution of results in School, although girls are warmly encouraged to come into School on Results Day. On results day, the Headmistress, Senior Staff, the Examinations Officer and Heads of Department will be available to help and advise.

Results from other examinations (e.g. BTEC, CTEC and Cambridge English) will be notified to candidates when received, as permitted in current regulations.

5.3 Enquiries and Appeals

All Examination Boards offer a Post-Results service. This covers Access to Scripts and Reviews of Results (including Clerical re-checks, reviews of marking and reviews of moderation). A fee is payable by the candidate for these services. The information about the different types of services available and the associated fees and deadlines are made available to the candidates prior to the release of examination results and again on results day by emailing them the Post results Consent Form. Post results, candidates can directly seek the advice of their subject teachers, Head of Department or the Head of Sixth Form/Middle School regarding enquires about their results. We suggest that this advice is sought before any requests for scripts or reviews of marking are made.

Written candidate consent to the Examinations Officer (informed consent via candidate email is acceptable) is required for all Post-Results services before a request is submitted to the awarding body since the candidate must be aware that the subject mark and or grade may be lowered. Parental consent is also required due to the associated fees. Forms for requesting any Post-Results service and a guide to the costs for each are available from the Examinations Officer. Please note that individual coursework cannot be re-moderated.

The final dates for submission of Post-Results services are detailed on the request form. The outcome of most Reviews of Marking and the delivery of most scripts is by means of e-mail to the candidate's School e-mail address.

Girls wishing to re-sit a GCSE English or Maths must consult with the appropriate Head of Department.

5.4 Examination Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. The School normally receives certificates from the Summer series in November. Certificates will be collated by the Examinations Officer and stored securely until the candidates leave School. Certificates are sent to the postal address held on iSAMS by recorded/signed-for delivery, unless a prior arrangement is made with the Examinations Officer for in-person collection. Candidates may arrange for certificates to be collected on their behalf by providing the Examinations Officer with written or email permission/authorisation. Authorised persons must provide ID

evidence on collection of certificates, and will also have to sign a collection notification. Logs (name of candidate, address and tracking information) of all certificates issued by recorded delivery are kept in the Exams storage room along with any documentation where certificates have been collected in person.

Unclaimed Candidate certificates issued by awarding bodies will be retained under secure conditions for four years after the candidate has left the School. A record of certificates that have been destroyed will be retained for six years from their date of destruction. See Section 8 Examination Archiving.

5.5 Examination Costs

The cost of examination entries, including an administration fee will be added to the Summer Term bill. Any additional fees resulting from use of post-results services are payable at the point of request.

6. Mitigating Risks

The School will:

- ensure that all invigilators undergo safer recruitment checks and undertake safeguarding training in line with our Recruitment Policy.
- have a written disability policy setting out how the centre seeks to comply with the Equality Act 2010+ and fully supporting disabled candidates must be available for inspection purposes (see Accessibility Policy and Equal Opportunity for Pupils Policy).
- verify the identity of all candidates at the time of the examination or assessment (see section 4.4).
- have in place, and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates (Annex A).
- have available for inspection purposes and draw to the attention of candidates and their parents/guardians, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal (Annex A).
- have in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the Examinations Officer be absent at a crucial stage of the examination cycle (Annex C).

7. Complaints Procedure

This procedure confirms Mayfield School's compliance with JCO's *General Regulations for Approved Centres* that the centre will draw to the attention of candidates and their parents/carers their *written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.*"

If a candidate (or her parent/guardian) has a general concern or complaint about the centre's delivery or administration of a qualification she is following, Mayfield School encourages her to try to resolve this informally in the first instance, by contacting either the Examinations Officer or the Senior Deputy Head. If a complaint fails to be resolved informally the candidate (or her parent/guardian) is then at liberty to make a formal complaint and should follow the complaints procedure.

A candidate may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

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

Access arrangements

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment.

Entries

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

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Failure to conduct exam according to the regulations
- Online system failed during (online) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the outcome of a special consideration application.

Results and Post-results

- Candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- Candidate (or parent/guardian) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant should refer to the centre's appeals process relating to Post-Results services - see Annex A)
- Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission.

7.1 Complaints Procedure: Involvement of Third Parties

Where a complaint involves the product or service of a third party (such as an external awarding body), if the candidate (their parent or guardian) is not satisfied with the response of the School to their initial complaint and there is no resolution of the issue at hand, candidates have the right to escalate their complaint to the third party. This might arise, for instance, where a dispute surrounds malpractice or maladministration of an assessment, which is provided by an external awarding body. If this is requested, the School will provide contact details of the third party within seven working days. In the event of the candidate contacting the third party, the candidate (parent or guardian) are required to contact the School within seven working days of having contacted the third party.

8. Examination Archiving

The School will not keep personal data longer than is necessary for the purpose or purposes for which they were collected and will take all reasonable steps to destroy, or erase from its systems, all data which is no longer required (cross reference data protection policy).

As part of the examination cycle the following retention information is applied, after which disposal in a confidential manner will take place:

- **Invigilator Training Record**

A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

- **Invigilation Arrangements including signed records of the seating plan, Attendance Register Copies, Exam room check lists and Incident logs.**

The Examinations Officer will keep these documents until after the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later as the awarding bodies may need to refer to these records. For any candidate eligible for overnight supervision the completed JCQ form Timetable variation and confidentiality declaration for overnight supervision will be kept and made available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested.

- **Special Consideration Information**

Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting an on-line special consideration application until after the publication of results.

- **Candidates work and scripts**

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period is to be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series). Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner.

- **Examination Stationary**

Unused awarding body exam stationary provided solely for the purpose of external exams must be returned to the secure storage facility until needed for a future examination. Surplus out of date stationary must be confidentially destroyed.

- **Conflicts of Interest Records**

Records demonstrating the management of Conflicts of Interest must be retained by the centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. The awarding bodies reserve the right to inspect such documentation.

- **Post-results services: confirmation of candidate consent information**

Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.

- **Candidates certificates**

Unclaimed Candidate certificates issued by awarding bodies will be retained under secure conditions for four years after the candidate left the School. A record of certificates that have been destroyed should be retained for six years from their date of destruction.

Annex A: Internal Appeals Procedures

This procedure confirms Mayfield School's compliance with JCQ's General Regulations for Approved Centres that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration.
- Draw to the attention of candidates and their parents/guardians its written internal appeals procedure.

This procedure covers appeals relating to:

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

1. Appeals against internal assessment decisions (centre assessed marks)

Mayfield School is committed to ensuring that it is compliant with the JCQ General Regulations for Approved Centres 2024-2025 section 5.7 which states the need for a Centre to have in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates". As a Centre we will also ensure that candidates are informed of their centre assessed marks as a candidate is allowed to request a review of the centres' marking before marks are submitted to the awarding body.

Certain components of GCSE and GCE and other qualifications that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation. Mayfield School ensures that all centre staff follow the NEA (non examination assessment) policy which details all the procedures relating to the marking and quality assurance processes which relevant teaching staff are required to follow. Mayfield School is committed to ensuring that whenever its staff assess girls' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity. Mayfield School is committed to ensuring that work produced by the girls is authenticated in line with the requirements of the Awarding Body (Examinations Board). Where a number of subject teachers are involved in marking candidates' work, consistency is assured by internal moderation and standardisation.

On being informed of their Centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of her work, or that the assessor has not properly applied the mark scheme to their marking, then she may make use of this appeals procedure to request a review of the centre's marking. Note that an appeal may only be made against the process that led to the assessment and not against the mark or grade. It is expected that a formal review request will only be made when the normal avenues for discussion of academic matters have not resolved the matter.

Departments should inform candidates that they may request copies of materials (for example a copy of their marked assessment material and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the Centre's marking of the assessment and make them promptly available to the candidate upon receiving a request. For some marked assessment materials, such as art work and recordings, these will be shared under supervised conditions. Candidates are not allowed to access original assessment material unless supervised.

Candidates will be provided with sufficient time in order to allow them to review copies of materials and reach a decision. If candidates decide to request a review, they will need to explain what they believe the issue to be.

Requests for reviews of marking **must** be made in writing to the Examinations Officer who will coordinate the review procedure. The Centre will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

The review of marking will be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review that will be carried out in a manner consistent with the standard set by the Centre.

The candidate will be informed in writing of the outcome of the review of the Centre's marking. The outcome of the review of the Centre's marking will be made known to the Headmistress. A written record of the review will be kept and made available to the awarding body upon request. Should the review of the Centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is then moderated by the Awarding Body to ensure consistency in marking between Centres. The moderation process carried out by the awarding bodies may lead to mark changes, either upwards or downwards, even after an internal review. Because the mark submitted to the awarding body is subject to change, it should be considered provisional. The moderation process is outside the control of the School and is not covered by this procedure.

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

The JCQ Information for candidates' documents (Coursework, Non-examination assessments, Social media) which are distributed to all candidates prior to assessments taking place, inform candidates of the things they must and must not do when they are completing their work. The centre ensures that those members of teaching staff involved in the direct supervision of candidates producing work for assessments are aware of the potential for malpractice.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication does not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately.

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

- Follow the authentication procedures and/or malpractice instructions in the relevant JCQ document (Instructions for conducting non-examination assessments/Instructions for conducting coursework) and any supplementary guidance that may be provided by the awarding body.

Where this may lead to the decision to not accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision.

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

- a written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, should be submitted.

Any written request must be made within 3 working days from the date when they their assessment work was rejected. The appellant will be informed of the outcome of the appeal within 5 working days of the appeal being received and logged by the centre.

2. Appeals against a centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms Mayfield School's compliance with JCQ's General Regulations for Approved Centres 2024-2025, section 5.13 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer. Candidates are informed of the arrangements for post-results services before they sit any examinations, immediately prior to publication of results and again on results day. The Post Results Consent Form clearly outlines the deadlines and associated fees for the different services. A letter from the Senior Deputy Head is sent prior to the publication of results outlining the arrangements and includes detail about the accessibility of senior management on results day.

Subsequent to the release of examination results, a candidate has the right to apply to the awarding body, through the centre, for a review of their result if they consider the grade to be too low. If the centre or a candidate (or her parent/guardian) has a concern and believes a result may not be accurate, post-results services may be considered.

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

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
This service is available for externally assessed components of GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. (An individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation)
This service is not available to an individual candidate.

Access to Scripts (ATS):

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

Awarding bodies will only accept applications for reviews of marking from centres and not from candidates or their parents.

For situations where a place at university or college is at risk, the centre would support a request for a Priority Service 2 Review of Marking in the first instance. They would also advise the affected candidate to contact the university or college that a review of marking has been submitted. In other cases where a concern is expressed that a particular result may not be accurate, the centre would generally suggest accessing the script so the centre has an opportunity to see if they felt that the mark scheme had been applied correctly in the original marking or if they consider that there have been any other errors in marking.

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 is submitted to the awarding body, as well as confirmation that the post results services fee has been payable. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent can only be collected after the publication of results. This procedure has a short deadline, clearly outlined in the Post Results Consent Form and therefore any requests must be carried out on a timely basis, observing the relevant

deadlines. Any candidate who has concerns about a grade awarded for a subject is advised to contact the Examinations Officer ideally within at least two calendar weeks of the issue of results. Following any consequent discussion, if considered appropriate, the centre will immediately apply for a review.

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

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

If the School does not consider a review appropriate, the candidate will be informed of this decision within three working days. If the candidate still wishes to proceed with a request for a review, the following procedure will apply:

- The candidate should appeal against the School's decision not to support a review within two working days.
- The centre will then arrange a meeting within three working days with the candidate and their parent /guardian, and the Head of Centre or their representative from the senior staff.
- The candidate and their parent/guardian will be able to present their reasons for asking for the review at this meeting.

The Head of Centre or their representative will make a final decision on whether the appeal should go ahead, and will inform the candidate and their parent/guardian verbally and subsequently in writing, of the decision. The Examinations Officer will make any relevant application in line with the appropriate deadlines.

Once the School has made an enquiry about a result, (a review of the original marking) and a subsequent appeal, for one of a candidates examinations after the subject grade has been issued, there are three possible outcomes:

- The original mark is lowered: the final grade may be lower than the original grade received.
- The original mark is confirmed as correct: there is no change to the grade.
- The original mark is raised: the final grade may be higher than the original grade received.

N.B. Where there has been a reduction in marks or a downgrade, the request cannot be revoked, and the original mark or grade cannot be reinstated.

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

Where the Head of Centre is satisfied after receiving the RoR outcome, but the candidate (or her parent) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the **JCQ Appeals Booklet**. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

3. Appeals regarding centre decisions relating to access arrangements and special consideration.

In accordance with the regulations, Mayfield School:

- recognises its 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.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

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

Examples of failure to comply include:

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

Special consideration

Where Mayfield School can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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

Mayfield School will look at each application for access arrangements, reasonable adjustments and special consideration on a case by case basis.

In circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration, then the school will make the decision not to make/apply for a specific reasonable adjustment or to apply for special consideration and make the candidate (or their parent/guardian) aware of the reasons for refusal.

If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted to the Senior Deputy Head within 10 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the Senior Deputy Head, acting for the Head of Centre will review the evidence presented and will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 10 working days of the appeal being received and logged by the centre. If the appeal is upheld, Mayfield School will proceed to implement the necessary arrangements and/or submit the necessary application for special consideration or reasonable adjustments.



Data Protection – Examination Related Information Notice

In order to ensure girls are able to enter and complete their public examinations, there is a requirement for Mayfield School to hold and share examinations-related information on candidates taking external examinations. For the purposes of the Data Protection Act 2018 Mayfield School is a data controller which means that the School is responsible for and controls the processing of candidates' personal data. **The School will retain all personal data securely and only in line with how long it is necessary to keep for a legitimate and lawful reason.**

For the purpose of examining and awarding qualifications the centre will provide relevant personal data including name, date of birth and gender to the awarding bodies. The data may relate to examination scripts, examination entries, access arrangements, the conduct of examinations and non-examination assessments, special consideration requests and examination results/post-results/certificate information. It may also cover photographic, audio or video footage / images of candidates that are included as evidence of participation or contribution as part of their non-examination assessments.

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

- Awarding bodies (AQA, CCEA, OCR, Pearson and WJEC), including their external moderators
- University Admissions Testing bodies as requested by the student making the application
- Joint Council for Qualifications (JCQ)
- External assessors for access arrangements
- Subject departments in the form of exemplar material for future pupils – after taking the necessary steps to ensure all means of identification are removed from the script

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

- hard copy
- email
- encrypted or Password protected portable device
- secure extranet site(s) – [e.g. eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services; etc.]
- School Information Management System (SIMS/iSAMs) provided by Capita/iSAMs for the sending/receiving information via electronic data interchange (EDI) using A2C to/from awarding body processing systems; etc.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

Candidate Consent:

I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Please tick the following box to enable Mayfield School to hold and share your examinations related information:

I consent to the use of my name and other relevant data, as set out above to be shared with the
aforementioned groups and by the aforementioned methods.

Name (entering your name here constitutes your electronic signature):

Form Group:

Date of Consent:

Annex C - Contingency Plan

This plan examines potential risks and issues that could cause disruption to the exams process at Mayfield School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our examination process.

Alongside internal processes, this plan is informed by the scenarios contained in the “Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland” and publication “What schools and colleges and other centres should do if exams or other assessments are seriously disrupted”.

For summer 2025 the awarding bodies have designated the afternoon of Wednesday 11th June and Wednesday 25th June as ‘contingency days’ for examinations in the event of a national or local disruption to examinations. The School will remind candidates that they should remain available until this date should an awarding body need to invoke its contingency plan.

This plan also confirms Mayfield School is compliant with the JCQ regulation (sections 3.16-3.21 and section 5.3, General Regulations for Approved Centres 2024-2025) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior management team to act immediately in the event of an emergency or staff absence.

Escalation Process:

The Senior Deputy Head will provide support and guidance to the Examinations Officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Should the Head of Centre, and the Senior Deputy Head (the member of the senior leadership team with oversight of examination administration) be absent, the responsibility for oversight of the examination administration will be given to the Deputy Head Academic.

It will be reviewed annually to ensure compliance with current regulations.

Causes of potential disruption to the examination process.

1. Examinations Officer extended absence
2. SENCo (or equivalent role within the Centre) extended absence
3. Teaching staff extended absence
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Examination rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Cyber Attack
8. Emergency evacuation of the examination room (or centre lock down)
9. Disruption of teaching time in the weeks before the examination – centre closed for an extended period
10. Candidates unable to take examinations because of a crisis – centre remains open
11. Centre unable to open as normal during the examinations period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)
12. Disruption in the distribution of examination papers
13. Disruption to the transportation of completed examination scripts

14. Assessment evidence is not available to be marked

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

National Centre Number Register and other information requirements

The head of centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

1. Examinations Officer extended absence

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions

- In the event of the Examinations Officer being absent during the exam period, the Senior Deputy Head will be deployed in the first instance.
- Use the handover booklet situated in the exams office.
- The Senior Deputy Head will be trained in the issuing and security of the examination papers and holds the key code to the Examination room and the key to the security cabinet held in the examination office in the community building. The Director of IT Systems will be present at the start and end of each examination and will oversee the security of the examination papers. They will then supervise one of the senior invigilators in the running the examination series.
- Data manager has iSAMs examination module on office computer and laptop so can access examination results or entries.

- To have the Deputy Head Academic, Senior Deputy Head and Data Manager present on the days leading up to and in the aftermath of all public examinations results publications in order to mitigate against unexpected absence of the Examinations Officer.
- Contact other local schools (Heathfield Community College, Bedes, Eastbourne College) for emergency back up of an Examinations Officer.

2. SENCo (or equivalent role within the Centre) extended absence

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

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

Centre actions

- Employment for a second teacher in the department with sufficient long term training in order to deputise for the SENCo (or equivalent role within the Centre) in their absence
- Regular meetings between the SENCo (or equivalent role within the Centre) and their line manager (Head of Pastoral), and the Examinations Officer, to keep apprised of ongoing issues with access arrangements and pre planning of examinations related issues

3. Teaching staff extended absence

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*
- *Non-examination assessment tasks (including controlled assessment and coursework) not set/issued/taken by candidates as scheduled*
- *Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking*
- *Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

Centre actions

- Implementation of a robust system of absence cover for teaching staff, including those within each department who can step in to replace absence colleagues.

- Internal deadlines set earlier by the Examinations Officer prior to external deadlines to allow the Examinations Officer, relevant departments and the Senior Deputy Head to pre-empt any missed deadlines and to seek appropriate information from other staff members
- Implementation of a robust system for centre assessed marks for teaching staff

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions

- Active and proactive recruitment of a bank of invigilators well ahead of time.
- Continual training per JCQ regulations/safeguarding and child protection
- Deputy Head Academic or Examinations Officer to brief teachers during internal invigilation of internal examinations to ensure the same standard of rigour is maintained and so that they are aware of the requirements for external invigilation, thus allowing the use of teachers as needed to invigilate.

5. Examination Rooms – lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

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

Insufficient rooms available on peak exam days

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

Centre actions

- Use alternative on site venues, such as the Concert Hall or English Classrooms, and a marquee is onsite in June, the hire of which could be extended to accommodate exams The contact details for the marquee hire company are: The Main Event, Contact: Sam Catt 07943361524, sam@swapt.uk, mail@themainevent.co.uk The nature of our site suggests that this would be a decision taken as a last resort but, in the event that the decision is made, the following arrangements have been made with Five Ashes Village Hall. The Hall has two sub-halls suited to exams and has tbc large tables at which two candidates can be sat; tbc small tables; and tbc ancillary tables; giving a total accommodation of XXX places. There is also a smaller Committee Room which could be used for students with word processors or other Access Arrangements. There is an adequate supply of powerpoints but we will need extension leads for the easy delivery of power. The Hall does have a wireless internet facility, if required. Contact details for the village hall are: Penny Kemp 07858 808030 5asheshallbooking@gmail.com

6. Failure of IT systems

Criteria for implementation of the plan

iSAMs system failure at final entry deadline

Failure of IT in use by candidates (e.g. laptops etc)

iSAMs system failure during exams preparation

iSAMs system failure at results release time

Centre actions

- Consult IT crisis event management plan
- Ensure laptop bank is fully charged, so internal battery can take over in the event of temporary power failure.
- Inform IT of the need for a replacement back up laptop to be set up with the correct examination settings and requirements.
- As a contingency in the event of the automatic secure system not saving the file at the end of the examination, the Examinations Officer and/or invigilator will ensure that the candidate saves the script

onto the laptop desktop and then onto a school memory stick or printed directly to a connected printer. An unauthorised memory stick must not be used by a candidate. If the paper is not printed directly from the server, and instead needs to be placed on a memory stick, this will be taken by the invigilator to the Examinations Officer who will print out a copy of the script which will be then placed in the secure exam packet with the rest of the examination scripts. A copy of the script will also be saved as a secure file on our school system in case it needs to be verified at a later point by the candidate or the exam board. Once this is completed the laptop will be cleared of data.

- Maintenance of hard copy records and electronic back up files of final entries, and seating plans.
- To mitigate against a iSAMS system failure during exams preparation of release time, the iSAMS data manager will prepare, using iSAMS external Exams Manager, an output to Excel 'Candidate Entry Report'. They will create a custom group for associated students and then run an export wizard to create a spreadsheet. A word document will also be created as a letter so results can be mail merged. Both document will be stored on Mayfield School One Drive – Exams, Exams Contingency Plan. This pre-prepared data will be checked in June in case there have been changes to the data and the spreadsheets stored on One Drive. For further information see document 'iSAMS Contingency Plan for Delivery of Public Examination Results to Students' which is held in the One Drive Exams Team under Exam Contingency Plan.

7. Cyber Attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery

Centre actions

- Liaise with Director of IT Systems in the first instance, they regularly review National Cyber Security Centre (NCSC) advice for support in cyber security preparedness and mitigation work, by using the NCSC's following services which help protect the school from cyber attacks:
<https://www.ncsc.gov.uk/information/web-check> and <https://www.ncsc.gov.uk/information/mailcheck>
- IT team lead by the Director of IT Systems will assess impact and categorise incident, reporting findings to SMT, as per the Cyber Response Plan. They treat all cyber incidents equally (as the very highest priority). They will capture and analyse data, working remotely if necessary and then either a) act to prevent spread of problems or b) remove and fully stop the incident. They will recover data and systems if needed.
- The Examinations Officer must be made aware immediately of any incidents of a cyber attack so that the relevant awarding body/bodies can be notified (as the attack may compromise any aspect of assessment delivery).
- Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system/ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack.
- The Senior Deputy Head and/or the Director of IT Systems will communicate with parents / guardians and students and keeping them informed regarding solutions to the disruption (and detail on the method(s) of communication).

8. Emergency evacuation of the examination room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during examination time due to serious incident resulting in examination candidates being unable to start, proceed with or complete their examinations

Centre actions:

- Adhere to the Fire Safety policy. The Senior Deputy Head and Examinations Officer will coordinate with the Facilities Manager and Director of Estates.
- Where possible advise the awarding bodies, parents, guardians.

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

Criteria for implementation of the plan

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

Centre action

- Centre to communicate issues promptly to awarding bodies, staff, parents and guardians through the website and other means of communications.
- Remote access to the School network is readily available to Staff and pupils, and a majority of documents are stored on OneDrive that can be accessed remotely separately to remote desktop.
- During the closure departments will use alternative methods to teach the students e.g. using remote access and Microsoft Teams and One Note (see Blended and Remote Education Policy).
- Look to share facilities with other local schools if possible.

10. Candidates unable to take examinations because of a crisis – centres remain open

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal.

Centre action

- Centre to communicate issues promptly to awarding bodies, staff, parents and guardians
- Seek to identify whether the examination can be sat at an alternative venue, such as other local schools or the Village Hall
- Offer opportunity for candidates to sit the examination at the next available series
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

11. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre action

- Centre to communicate issues promptly to awarding bodies, staff, parents and guardians
- Allow opening for examinations and examination candidates only, if possible.
- Use alternative method of teaching pupils' during the period of closure e.g. using remote access and Microsoft Teams and One Note (see Blended and Remote Learning Policy).
- Seek use of alternative venues, such as other local schools, a marquee or the Village Hall for the sitting of examinations. Contact details for Five Ashes Village Hall are: Penny Kemp 07858 808030 Sasheshallbooking@gmail.com . Further information pertaining to use of the hall facilities are in section 5 of this policy.
- Offer opportunity for candidates to sit the examination at the next available series
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre action

- Centre to inform the awarding bodies.

- Centre to seek advice from the awarding bodies regarding isolation requirements for pupils until examination papers can be obtained if appropriate and to implement an isolation plan for pupils effected and to informing parents and guardians.
- If isolation is required overnight this will only be done as a last resort, and it will be done at a secure site (such as one of the boarding houses) and contact parents and guardians appropriately
- Source alternative couriers for delivery of hard copies
- Obtain electronic access to examination papers via a secure external network

13. Delay to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examinations scripts.

Centre action

- Communicate with the relevant awarding bodies to arrange timescales for transportation of the examination scripts
- To ensure that all examination papers are kept in secure, locked storage as soon as examinations are completed until such time as completed examinations scripts can be transported or collected.

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre action

- Inform the awarding bodies of the nature of occurrence.
- Maintain in a safe manner any remains of the scripts/ assessment evidence
- Provide photographic / video evidence and swift written reports of the nature of the damage or destruction of the scripts/assessment evidence for the awarding organisations verification
- Awarding organisations generate candidate marks for affected assessments based on the appropriate evidence of the candidates achievement as defined by the awarding organisation in consultation with the regulators e.g. mock examination marks, interim assessments, predicted grades etc.
- Candidates to retake the assessment that has been affected at a subsequent assessment window, if possible

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

Criteria for implementation of the plan

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

Centre action

- Contact the awarding bodies to discuss alternative options.
- Encourage girls to come into School or telephone.
- Make arrangements to access results at an alternative site, such as Five Ashes Village Hall or other local Schools
- Examinations Officer accesses relevant examination board sites via secure internet access from home. Working with the iSAMS manager this data is then manually inputted into pre prepared excel spreadsheets. These can then be sent out by email to individual girls via Office 365 Outlook mail merge by either the Director of IT, the Examinations Officer or the iSAMS Manager. For further information see document 'iSAMS Contingency Plan for Delivery of Public Examination Results to Students' which is held in the One Drive Exams Team under Exam Contingency Plan.

Annex D: Non-examination assessment policy

This policy confirms the JCQ requirement that Mayfield School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

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

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

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

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

- task setting
- task taking
- task marking (NEA 1) The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

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

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. These instructions are for use in AQA Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (ICC Introduction, Foreword)

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

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

The basic principles

Head of Centre

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA
- ▶ 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/guardians) appealing against centre assessed marks and requesting a review of the centre's marking

Academic Deputy Head

- ▶ Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions
- ▶ Where necessary ensures the School calendar records assessment schedules by the start of the academic year

Heads of Department

- ▶ Confirms that appropriate awarding body forms and templates for non-examination assessments (including endorsements) 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
- ▶ 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.
- ▶ Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- ▶ Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

Subject teacher

- ▶ Understands and complies with the general instructions as detailed in [NEA](#)
- ▶ 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 on the awarding body's website
- ▶ Marks internally assessed work to the criteria provided by the awarding body
- ▶ Ensures the Examinations 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 unit entry code) to the internal deadline for entries

Examinations Officer

- ▶ Signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff
- ▶ Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Issuing and Setting of Tasks

Heads of Department

- ▶ Ensure subject teachers select tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- ▶ Ensures candidates are aware of the criteria used to assess their work
- ▶ Determines when set tasks are issued by the awarding body
- ▶ Identifies date(s) when tasks should be taken by candidates

- ▶ Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

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, or, is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- ▶ Where candidates may work in groups, keeps a record of each candidate's contribution
- ▶ Ensures candidates are aware of the current JCQ documents [*Information for candidates - non-examination assessments*](#) and [*Information for candidates - Social Media*](#)
- ▶ Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*
- ▶ Ensures candidates:
 - understand that information from all sources must be referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material

Task Taking: 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
- ▶ Will not provide candidates with model answers or outlines/headings specific to the task
- ▶ 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 takes it into account in the marking or submits it to the external examiner
- ▶ Ensures when work has been assessed, candidates are not allowed to revise it

Task Taking: Resources

Subject teacher

- ▶ Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- ▶ Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
 - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- ▶ Ensures conditions for any formally supervised sessions are known, put in place and understood and followed by candidates

- ▶ Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- ▶ Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- ▶ Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Task Taking: Word and time limits

Subject teacher

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

Task Taking: Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

- ▶ Where required by the awarding body's specification
 - ▶ ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - ▶ signs the teacher declaration of authentication confirming the requirements have been met
- ▶ Keeps signed candidate declarations on file until the deadline for requesting reviews 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, follows the authentication procedures and malpractice information in [Instructions_NEA_24-25_FINAL.pdf \(jcq.org.uk\)](#) and informs the Examinations Officer and a member of the senior management team.
- ▶ Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

Presentation of work

Subject teacher

- ▶ Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- ▶ Instructs candidates to present work as detailed in [Instructions_NEA_24-25_FINAL.pdf \(jcq.org.uk\)](#) unless the awarding body's specification gives different subject-specific instructions
- ▶ Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

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

Subject teacher

- ▶ When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- ▶ When work is submitted by candidates for final assessment, ensures work is securely stored
- ▶ Follows secure storage instructions as defined in [Instructions_NEA_24-25_FINAL.pdf \(jcq.org.uk\)](#) section 4.8
- ▶ Takes sensible precautions when work is taken home for marking
- ▶ Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.

Head of Department

- ▶ Stores internally assessed work, including the sample returned after awarding body moderation, securely until after the deadline for post results services or until the outcome of any post results services e.g. review or any subsequent appeal has been completed.
- ▶ Liaises with the IT department to ensure that 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

Head of Department

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

Examinations 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 and according to JCQ Instructions for conducting examinations

Submission of work

Examinations Officer

- ▶ 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 reviews of 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

Head of Centre

- ▶ Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Head of Department

- ▶ Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- ▶ Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- ▶ Marks candidates' work in accordance with the marking criteria provided by the awarding body
- ▶ 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 to the timescale set by the head of department or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body
- ▶ Does not use Artificial Intelligence as the sole means of marking candidates' work

Internal standardisation

Head of Department

- ▶ Supports staff not familiar with the mark scheme (e.g. ECTs, teaching apprenticeship trainees, supply staff etc.)
- ▶ Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ Ensures accurate internal standardisation - for example by
 - ▶ obtaining reference materials at an early stage in the course
 - ▶ holding a preliminary trial marking session prior to marking
 - ▶ carrying out further trial marking at appropriate points during the marking period
 - ▶ after most marking has been completed, holds a further meeting to make final adjustments
 - ▶ making final adjustments to marks prior to submission
 - ▶ retaining work and evidence of standardisation

Subject teacher

- ▶ Indicates on work (or cover sheet) the date of marking
- ▶ Marks to common standards

Submission of marks and work for moderation

Head of Department

- ▶ Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline and checking the mark input to avoid arithmetic or transcription errors
- ▶ Provides the moderation sample to the Examinations Officer to the internal deadline, keeping a record of the work submitted
- ▶ 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
- ▶ Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

Examinations Officer

- ▶ Confirms with Heads of Department that marks have been submitted to the awarding body deadline
- ▶ Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted to the awarding body deadline
- ▶ Ensures that for postal moderation
 - ▶ work is dispatched in packaging provided by the awarding body
 - ▶ moderator label(s) provided by the awarding body are affixed to the packaging
 - ▶ proof of dispatch is obtained and kept on file until the successful issue of final results

Storage and retention of work after submission of marks

Head of Department

- ▶ 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.)

Examinations Officer

- ▶ Ensures any sample returned after moderation is logged and returned to the Head of Department for secure storage and required retention

External moderation – the process

Head of Department

- ▶ Ensures that awarding body or its moderator receive the correct samples of candidates' work
- ▶ Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work

- ▶ Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation - feedback

Head of Department

- ▶ Checks the final moderated marks when issued to the centre when the results are published
- ▶ Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Examinations Officer

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

Access arrangements

Head of Department

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

SENCo (or equivalent role within the Centre)

- ▶ Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments including *Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills*
- ▶ Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- ▶ Makes Heads of Department aware of any access arrangements for eligible candidates which need to be applied to assessments
- ▶ Works with Heads of Department to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met

Special consideration and loss of work

Head of Department

- ▶ Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- ▶ Liaises with the Examinations Officer when special consideration may need to be applied for a candidate taking assessments
- ▶ Liaises with the Examinations Officer to report loss of work to the awarding body

Examinations Officer

- ▶ Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process
 - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
 - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
 - Keeps required evidence on file to support the application

- ▶ Refers to/directs relevant staff to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

Malpractice

Head of Centre

- ▶ Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- ▶ Is familiar with the JCQ publication [Malpractice_Sep24_FINAL.pdf \(jqc.org.uk\)](#)
- ▶ Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Head of Department

- ▶ Is aware of the *JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice*
- ▶ Ensures candidates understand the JCQ document [IFC-NE Assessments 2024_FINAL.pdf \(jqc.org.uk\)](#)
- ▶ Ensures candidates understand the JCQ document [JCQ Social Media Infographic v4](#)
- ▶ Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre

Examinations Officer

- ▶ Signposts the JCQ publication [Malpractice_Sep24_FINAL.pdf \(jqc.org.uk\)](#) to the Head of Centre
- ▶ Signposts the JCQ [Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks_2425_FINAL.pdf \(jqc.org.uk\)](#) Signposts candidates to the relevant JCQ information for candidates documents
- ▶ Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post results Services

Head of Centre

- ▶ Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/guardians) appealing against a centre decision not to support an application for a review of results or an appeal

Head of Department

- ▶ Provides advice and guidance to candidates on their results and the post-results services available
- ▶ Provides the Examinations Officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline
- ▶ Supports the Examinations Officer in collecting candidate consent where required

Examinations Officer

- ▶ Is aware of and 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

Practical Skills Endorsement for the A Level Sciences 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 prescribed practical activities
- ▶ Ensures new Heads of Department undertake the required training provided by the awarding body on the implementation of the practical endorsement

Head of Science

- ▶ Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- ▶ Undertakes training provided by the awarding body on the implementation of the practical endorsement
- ▶ Disseminates information to subject teachers ensuring the standards can be applied appropriately
- ▶ Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit
- ▶ Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- ▶ Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome
- ▶ Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

Subject teacher

- ▶ Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- ▶ Ensures the required arrangements for practical activities are in place
- ▶ Provides all the required centre records
- ▶ Ensures candidates provide the required records
- ▶ Provides any required information to the Head of Science regarding the monitoring visit
- ▶ Assesses candidates using Common Practical Assessment Criteria (CPAC)

Examinations Officer

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

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

Head of Centre

- ▶ 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

Head of English

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

- ▶ Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- ▶ Ensures the required task setting and task taking instructions are followed by subject teachers
- ▶ Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- ▶ Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided
- ▶ Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

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

Examinations Officer

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

Private candidates

Head of Department

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

Management of issues and potential risks associated with non-examination assessments

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow: <ul style="list-style-type: none"> · the current JCQ publication Instructions for conducting non-examination assessments · the JCQ document Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments 	
Candidate malpractice	Records confirm that candidates are informed and understand they must not: <ul style="list-style-type: none"> · submit work which is not their own · make available their work to other candidates through any medium · allow other candidates to have access to their own independently sourced material · assist other candidates to produce work · use books, the internet, AI or other sources without acknowledgement or attribution · submit work that has been word processed by a third party without acknowledgement · include inappropriate, offensive or obscene material Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media	
Task setting		
Awarding body set task: IT failure/cyber attack/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	Examinations Officer and Director of IT
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Head of Department
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i> <i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i>	Subject Teacher and Head of Department
Issuing of tasks		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i>	Head of Department

	<i>Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	Head of Department and Examinations Officer
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Senior Deputy Head
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Examinations Officer, Head of Department and Director of Timetabling
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Head of Department and Examinations Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Examinations Officer and Senior Deputy Head
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENCo (or equivalent role within the Centre) and Examinations Officer
A candidate (or parent/guardian) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	Head of Department and Examinations Officer
Advice and feedback		

Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	Head of Department and Senior Deputy Head
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	Head of Department and Senior Deputy Head
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Senior Deputy Head Headmistress
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher and Head of Department
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher and Head of Department
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher and Head of Department
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Examinations Officer
An excluded pupil wants to complete her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i>	Examinations Officer and

	<i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Senior Deputy Head
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teacher, Head of Department in conjunction with IT
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teacher, Examinations Officer
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teacher and Head of Department
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Subject Teacher and Head of Department
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Head of Department and Examinations Officer
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i>	Subject Teacher and head of Department

	<i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject Teacher and Head of Department
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Head of Department
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Head of Department Examinations Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Head of Department Examinations Officer
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher Head of Department
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Head of Department and Examinations Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	Head of Department and Examinations Officer
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i>	Senior Deputy Head

	<i>Appropriate internal disciplinary procedures are also followed</i>	
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Head of Department or Senior Deputy Head
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Examinations Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Examinations Officer
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Examinations Officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	Subject Teacher + Head of Department
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	Subject Teachers
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	

Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	
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Annex E: Mayfield School

Centre Number 56460

Exams Conflict of Interest Form 2024/25 (hard copy)



*This form is mandatory for **all staff, regardless of your role at Mayfield**. If the questions in sections 1 and 3 do not apply to you, please make sure you tick question 5 only and then enter your name and the date.*

1. We are required by JCQ to inform the awarding body if any of the following relates to you. Please tick where relevant:

- I am taking a qualification at Mayfield which includes internally assessed components/units
- I am teaching or preparing a member of my family (which includes step family, foster family and similar close relationships) for a qualification which includes internally assessed components/units.
- I am teaching a close friend and/or a member of their immediate family for a qualification which includes internally assessed components/units.

2. If you have ticked a box in section 1 please give the details below:

3. Mayfield School are required to record the following. Please tick where relevant:

- I have a member of my family (which includes step family, foster family and similar close relationships) or close friend and their immediate family being entered for examinations and assessments either at Mayfield or another examination centre.
- I am taking a qualification at Mayfield which does not include internally assessed components/units.
- I am taking a qualification at another centre.

4. If you have ticked a box in section 3 please give the details below:

5. If sections 1 and 3 are not applicable to you please tick here:

6. Full name:

7. Please enter the date:

Annex F: Mayfield School

Centre Number 56460



Malpractice Policy

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

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

Introduction

What is malpractice and maladministration?

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

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

which:

- gives rise to prejudice to candidates, and/or
- compromises public confidence in qualifications, and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre, or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 19). (SMPP 2)

Purpose of the policy

To confirm Mayfield School:

has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations Mayfield School will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the current JCQ document **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

Mayfield School has in place robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)

This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- General Regulations for Approved Centres 2024-2025
- Instructions for conducting examinations (ICE) 2024-2025
- Instructions for conducting coursework 2024-2025
- Instructions for conducting non-examination assessments 2024-2025
- Access Arrangements and Reasonable Adjustments 2024-2025
- A guide to the special consideration process 2024-2025
- Suspected Malpractice: Policies and Procedures 2024-2025 (this document)
- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications
- Post Results Services June 2024 and November 2024
- A guide to the awarding bodies' appeals processes 2024-2025
- (SMPP 3.3.1)

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

Candidates are informed by a member of the school senior leadership team and advised to avoid committing malpractice in examinations/assessments. Students are briefed prior to each external exam (as well as internal mock examinations in years 11-13) by the Examinations Officer, member of SLT or lead invigilator.

The Mayfield School Academic Integrity Guide is sent to all students in the Autumn Term by the Academic Deputy Head and outlines and acknowledges the use of Artificial Intelligence. (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice). Students are also signposted to all the JCQ Information for Candidates documentation stored on the Student Portal, including updated Use of AI information.

AI use in assessments

With reference to the JCQ guidance for Teachers & Assessors - AI Use in Assessments: Protecting the Integrity of Qualifications: Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments. There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). JCQ's guidance which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

The following JCQ support resources are also used to help teachers understand and prevent AI misuse and to help students to better understand the rules for use of AI in assessments: Information Sheet for Teachers, Senior Leader Presentation for Teachers, Poster for Students, Teacher Presentation for Students.

Identification and reporting of malpractice

Escalating suspected malpractice issues

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

Any suspected malpractice should be reported immediately 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 document **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)

The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)

Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication does not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of the rights of accused individuals (SMPP 5.33)

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

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

The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Appeals against decisions made in cases of malpractice

Mayfield School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant (see Examinations Policy – Annex A Refer to further information and follow the process provided in the JCQ document **A guide to the awarding bodies' appeals processes**).