

# Exams Policy

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**The purpose of this exam policy is:**

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

It is the responsibility of everyone involved in the centre’s exam processes to read, understand and implement this policy.

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Senior Leader i/c exams and the exams officer.

**Roles and responsibilities:**

<b>Head of Centre</b>	Mr Matt Hillier
<b>Senior Leader i/c exams</b>	Mr Tim Bond
<b>Exams Officer</b>	Ms Becky Leslie
<b>Specialist Exam Assessor</b>	Miss Martine Chapman

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## 2 Exam Responsibilities

### Head of Centre (Nominally the head of the school)

All the tasks below are delegated to the Senior Leader i/c Exams.

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected Malpractice in Examinations and Assessments*.

### Senior Leader i/c Exams / Exams Officer

Manages the administration of public and internal exams and analysis of exam results:

- advises the Senior Leadership Team (SLT), subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them. Controlled assessment and external exams are also entered onto the exam section of the SLG for viewing
- consults with teaching staff to ensure that necessary controlled assignments are completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the lead exam invigilators
- organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- submits candidates' controlled assessment marks, tracks dispatch and stores returned coursework (teachers store this when it is returned) and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

### **Heads of department/school/curriculum/year**

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of controlled assessment authentication sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

### **Head of careers or PSHE**

- Guidance and careers information.
- Preparing students to cope with stress of exams.

### **Teachers**

- Submission of candidates' names to heads of department/school/curriculum for exam entries.

### **SENCO (or learning support)**

- Administers access arrangements and oversees applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations. Maintain SLG provision table to identify all students with Access Arrangements.
- Acts as first point of contact for all enquiries regarding students with Access Arrangements.
- Oversees all aspects of exams with support rooms.
- Trains invigilators to support students with Access Arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

### **Lead invigilator/invigilators**

- Co-ordinates all invigilators in the smooth running of the exam system and exam rooms in accordance with the JCQ regulations.
- Ensure that student names and photographs are displayed on each candidate desk in the main examination rooms and that the identities of candidates can be checked. Invigilators to check identities of students using displayed photographs if there is any doubt and alert the lead invigilator. Maintain, and amend as necessary, seating plan for each exam.
- Collection of exam papers and other material from the Exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams office.

## **Candidates**

- Before start of formal exams and on receipt, carefully check their statement of entry and notify the exam office of any noted errors in exams or personal details.
- Understanding controlled assessment regulations and signing a declaration that authenticates the work as their own.
- Understanding general exam regulations.
- These regulations are on the SLG (exam information part) and by the exam notice board.

### **3 The statutory tests and qualifications offered**

The statutory tests and qualifications offered at this Centre are decided by the Heads of Department and the senior Leadership Team.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by all Heads of Department by **NO LATER THAN THE LAST DAY OF SEPTEMBER OF ANY NEW ACADEMIC YEAR unless agreed by the Senior Leader i/c Exams.**

Decisions on whether a candidate should not take an exam lies with the Senior Leader i/c Exams. Any such decision will be taken in consultation with the candidates, parents/carers, subject teachers, heads of subject and the Head of Year 11, and the Head of School.

#### **At Key Stage 4**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

## **4 Exam Timetables**

Once confirmed, the Exams Officer/Administrator will circulate the exam timetables for whole school internal exams and external exams on the website and SLG.

## **5 Entries, entry details and late entries**

### **5.1 Entries**

Where available, the tier of entry for candidates are selected by the Heads of Department.

Any requests from candidates or parents/carers for a change in subject entry will be decided by the Senior Leader i/c Exams. Withdrawal from an examination will only be made in exceptional circumstances.

### **5.2 Late entries**

Entry deadlines are circulated to Heads of Department via email and through internal communications.

Late entries must be authorised by the Senior Leader i/c Exams.

### **5.3 External Candidates**

The centre only accepts entries from external candidates in exceptional circumstances. External candidates will be required to validate their identity using photographic identification documents both on acceptance as an external candidate and when taking any exam paper.

## **6 Exam fees**

The Centre will pay all normal exam fees on behalf of candidates.

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Candidates' parents or carers may be requested to pay for administration fees incurred due to late entries, withdrawal of entries, amendment to an entry after the official deadline date or non-attendance of an exam without an acceptable excuse or reason. Each case will be considered individually.

## **7 The Equalities Act, Special Needs and Access Arrangements**

### **7.1 The Equalities Act**

The Equalities Act 2010 extends the application of the Equalities Act to general qualifications. All exam Centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **7.2 Special needs**

A candidate's special needs requirements are determined by the SENCo and educational psychologist / specialist teacher.

The SEN department will inform subject teachers of candidates with Special Educational Needs who are embarking on a course leading to an exam, and the date of that exam. The department can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

### **7.3 Access arrangements**

Making special arrangements for candidates to take exams is the responsibility of the Exams office and the learning support team. Responsibility for access arrangements is delegated from the SENCO to the Specialist Exam Assessor.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams office working together with the Specialist Exams Assessor.

Rooming for access arrangement candidates will be arranged by the Exams team.

Invigilation and support for access arrangement candidates will be organised by the exams team.

## **8 Managing invigilators and exam days**

### **8.1 Managing invigilators**

External invigilators will be used for internal exams and external exams.

New invigilators will receive training. An update meeting will be held annually for all invigilators so that they are aware of changes to the regulations. Specific training will be given for invigilators for students with access arrangements.

Securing the necessary clearance from the Disclosure and Barring Service (DBS) for new invigilators is the responsibility of the assistant business manager.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the Centre administration.

### **8.2 Exam days**

The Exams office will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The Exams Officer will manage, with the caretakers, the setting up the allocated rooms (especially the Main Hall and Sports Hall) after consultative meeting with the Exam office.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may not be present in the hall when the exam is in progress.

In practical exams, subject teachers may be on hand in case of any technical difficulties.

Spare papers will be distributed to Heads of Department 24 hours after the published finishing time of the exam.

## **9 Candidates, clash candidates and special consideration**

### **9.1 Candidates**

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Internal candidates can be easily identified as they will be in school uniform and will be known to the centre staff. However, photographs are displayed on every desk and allow invigilators to check students' identities if in doubt. External candidates will be checked on arrival as outlined above.

Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines and school policy.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The Exams Officer/Administrator will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

### **9.2 Clash candidates**

The Exams Officer/Administrator will be responsible as necessary for supervising and invigilating escorts, identifying a secure venue and arranging overnight stays, or alternatives, if it becomes necessary.

### **9.3 Special consideration**

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example, a letter from the candidate's doctor.

The Exams Officer will then submit a completed special consideration request to the relevant awarding body within seven days of the last exam in that subject.

## **10 Access Arrangements Policy**

### **10.1 Introduction**

Access arrangements are designed to allow candidates with special educational needs, disabilities or temporary injuries to access the assessment in an equal way to all other candidates. The Regulations set by the JCQ ensure that the awarding bodies comply with the requirement under the Equality Act to make "reasonable adjustment" without compromising the assessment objectives being tested.

The school follows strictly the guidance provided by the Regulations and Guidance issued annually by the JCQ and ensures a member of staff attends annual training courses to ensure correct and current procedure is followed. Exceptional or unusual cases are referred to the Exam Board for advice.

### **10.2 Identification of candidates requiring access arrangements**

#### **SEN/D Register**

Students are identified on entry to the school in Year 7 as having a Special Educational Need and their name is kept on the SEN/D register and are monitored throughout Key Stage 3. In the spring term of Year 9, students with a history of need and provision, are invited for screening for access arrangements by the Specialist Literacy teacher on behalf of the SENCo. Even with a confirmed diagnosis of a specific learning difficulty, some access arrangements can only be based on school administered assessment scores which meet the threshold set by the JCQ.

#### **Outside Agencies**

Outside agencies work collaboratively with the SENCo and staff within the support department and will offer additional advice and guidance for possible access arrangement screening.

#### **Staff referrals**

Teachers are invited to share information and/or observation of students in their teaching groups who they feel should be considered for access arrangements screening based on their **normal way of working in the classroom**.

#### **Parent Referrals**

The Heads of Learning Support and Inclusion Support will also accept referrals from parents to investigate the possibility of access arrangements for students, including private assessments provided they are in line with the requirements of

the current JCQ Regulations. Recommendations made in diagnostic reports can be considered alongside school based evidence of need and normal way of working.

### **10.3 Initial Screening for specific learning difficulties**

A wide screening of the year group is conducted based on history of need relating to previously documented standardised scores, previous intervention and teacher observations of normal way of working.

Students are then shortlisted by using the following assessments:

- SPARCS
- WRAT 5 Spelling Assessment
- DASH2 Speed of Handwriting Test (adapted) for speed of word processing

### **10.4 Further Assessment by Specialist Literacy Teacher**

A specialist teacher with "Approved Teacher Status" is employed by the school to carry out further assessment in order to comply with JCQ requirements. The specialist teacher is required to update their qualification every three years with the BDA in order for it to be current by providing evidence of on-going training and awareness of changes relating to the Regulations. Their practising certificate is held in the Support Room and a copy also kept with the Exams Officer in the Exams Office.

- YARC Assessment for Reading (Secondary): Single word reading, reading rate, reading comprehension.
- CTOPP 2/ TOMAL 2 Digits Backwards for speed of processing.

### **10.5 Additional Evidence to provide History of Need and Provision**

- Photocopies of curriculum tests or controlled assessments
- Copies of provision maps where access arrangements have been specified
- Samples of work completed using WP, scribe or voice activated software
- Signed statements from curriculum teachers or support assistants confirming the need for specific access arrangements and providing examples of where it has been used.
- Evidence from school-based exams where the access arrangement has been in place and used successfully.

## 10.6 Evidence and Online Application

The school uses Form 8 and Form 9 to catalogue the need for access arrangements for individual students and are completed by the specialist literacy teacher who also gathers the necessary supporting evidence. All Form 8s and 9s are then processed online, in compliance with the UK GDPR and Data Protection Act 2018 and before any deadlines set by the JCQ. The JCQ forms, the supporting evidence and the Exam Board Approval is filed in secure digital folders for each student.

## 10.7 Practical Administration of Access Arrangements

The Support Department administrator enters names with details of approved access arrangements on the provision map and a protected central record held by the support department. These are then used as normal way of working throughout the GCSE courses. Exam staff are responsible for arranging access arrangements for students in controlled assessments including scribes, WP, readers, Rest Breaks, Prompt and ET. The Exam Support Coordinator currently organises the support requirements of students with access arrangements for all external, KS4 school-based formal exams. This involves arranging small groups, word processor rooms and one to one support. They liaise with the exams office who supply invigilators to provide scribes, readers etc. All receive training in exam support and invigilation and have access to further support from the admin co-ordinator before, during and after the exams. There is now a bank of trained experienced external invigilators.

## 10.8 School Policy regarding specific access arrangements

The school adheres strictly to the JCQ Regulations but have made legitimate adaptations in accordance with the spirit of the Regulations and following update training where practical suggestions have been suggested and put in place.

- **Scribes:** Use of a WP by a scribe is permitted if the scribe is sufficiently competent to do so. Students are encouraged to dictate punctuation and a note made on the cover sheet to this effect so that they can have credit for this in the SPaG (Spelling, Punctuation and Grammar) part of the assessment. (Sudden injuries may also fall under this consideration until the student has recovered)
- **Readers:** If the student qualifies for a reader but does not need every word read but only difficult or technical words, they are seated in a small group room and can ask one of the two invigilators present to read whatever is required. Students are encouraged to read aloud in papers where a reader is not allowed (e.g. English Language) and these

candidates are placed in an appropriate space where they cannot disturb others or compromise the security of the exam.

- **Extra Time:** Invigilators are asked to note candidates making use of their additional time in internal assessments as further evidence for the arrangement or the need for students to have further training in planning and proof reading. Students are asked to indicate what work they have done in extra time to be used as evidence of effective normal way of working.
- The school has adopted the policy in accordance with the JCQ regulations of allowing students to use a suitably adapted word processor if they have either illegible or slow handwriting, a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly, a medical condition, a physical disability, a sensory impairment and can word process sufficiently better than they can write. They must have a history of an identified need or a history of use of a word processor.
- 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. The school can lock down assistive technology in two ways. One removes all access to files, internet, grammar and spellcheck for normal use. The other provides access to spellcheck only for use by students who qualify for a scribe but are sufficiently proficient in touch typing skills to merit using ICT.

Students are also urged to become competent enough using ICT to avoid using a scribe so that the script reflects a direct communication between the examiner and candidate and the student can then have full consideration for SPaG marks.

## **11 Non-Examined Assessments**

The conduct of Non-Examined Assessments is covered in the separate Non-Examined Assessments Policy.

## **12 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)

## 12.1 General principles

In accordance with the regulations Dorothy Stringer 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)

## 12.2 Preventing malpractice

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

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

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

All staff provide advice to students on what malpractice is and the consequences of it. Students are made aware through lessons and assemblies led by teaching staff and the Senior Leader i/c Exams.

It is the responsibility of subject staff to make students aware when non-examined work is being created what constitutes malpractice and remind them that their work must be accompanied by a formal declaration by the student that they are submitting work that they have independently thought and created.

NEAs are a particular area where malpractice can occur through the inappropriate use of Artificial Intelligence tools. Students must ensure that their final work is in their own words and isn't copied or paraphrased from another source such as an AI tool.

All staff involved in internal assessments have been provided with the JCQ document 'Teachers and Assessors – AI Use in Assessments: Protecting the Integrity of Qualifications' : [AI Use in Assessments](#). The 'JCQ AI Information sheet for teachers' is also available to support staff : [AI Teacher Information](#)

Staff use the 'JCQ AI teacher presentation for students' and display the 'JCQ AI poster for students' ([AI Student Poster](#)) in classrooms to inform students what the inappropriate use of AI is, the risks of using it and the possible consequences of using it inappropriately in their qualification.

As required by an awarding body, evidence of any instances of alleged AI misuse will be gathered and where necessary, the awarding body will be informed in line with JCQ requirements.

## **12.3 Identification and Reporting of Malpractice**

### **12.3.1 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) At Dorothy Stringer School this will be shared with the Senior Leader i/c Exams and the Exams Officer who will take the appropriate action.

### **12.3.2 Reporting Suspected Malpractice to the Awarding Body**

The Exams Officer (in conjunction with the Senior Leader i/c Exams) 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 Exams Officer (in conjunction with the Senior Leader i/c Exams) will ensure that, where a candidate 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)

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 (students can resubmit or choose not to submit their work to the exam board). 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, forms JCQ/M2/M3 will be used as appropriate. (SMPP 5.37)

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

## **12.4 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 or the Senior Leader 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)

## **12.5 Appeals Against Decisions Made in Cases of Malpractice**

Dorothy Stringer School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant.
- Refer to further information and follow the process provided in the JCQ document '**A guide to the awarding bodies' appeals processes**' : [Appeals Guide](#)

### **13 Conflict of Interest**

The exams office will identify annually if there are any school staff who are:

- Taking qualifications which include internally assessment components/units at the school.
- Teaching and preparing members of their family (including step-family, foster family and similar close relationships) or close friends and their immediate family for qualification which include internally assessed components/units.

The school will inform the awarding body of any such conflicts of interest.

In addition, the school will maintain records for any instances where:

- exams office staff have members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (eg, children) being entered for examinations and assessments either at the school/college itself or other centres
- school/college staff are taking qualifications at their centre which do not include internally assessed components/units
- school/college staff are taking qualifications at other centres.

These records will:

- include details of the measures which have been put in place to mitigate any potential risk to the integrity of the affected qualifications
- be available for inspection by a visiting JCQ Centre Inspector and/or awarding body staff
- be available if requested in the event of concerns being reported to an awarding body
- be kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed (whichever is later)

## **14 Results, Enquiries About Results (EARs) and Access to Scripts (ATS)**

### **14.1 Results**

Candidates will receive individual results slips on results days either in person at the Centre or by post to their home addresses.

Arrangements for the school to be open on results days are made by the exams officer/administrator.

The provision of staff on results days is the responsibility of the exams officer/administrator.

### **14.2 EARs**

EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

The school may request an EAR if the Head of Department feels that there are grounds for a review of marking, or other Post Result service that is available. The final decision rests with the Exams Officer. The review of marking or other service, will be done at the Centre's expense. Any of these must only be made with the written consent of the candidate or their parent or carer as marks can go up or down.

A candidate may apply to have an enquiry carried out. Candidates will be responsible for the charges for an EAR although the centre may wave this charge in exceptional circumstances.

### **14.3 ATS**

After the release of results, candidates may ask subject staff to request the return of papers.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained, after results have been issued but before any request is made to an awarding body. They may also, with the permission of the Exams Officer, appeal the process of marking if it is deemed necessary.

## **15 Certificates**

Certificates are collected and signed for by students.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so by the candidate, can present valid ID for the student and sign for the results.

Replacement certificates are only issued by the exam boards if a candidate completes the necessary online application and agrees to pay the costs incurred.

## 16 Emergency Evacuation of Examination Rooms

When the alarm sounds, invigilators should note the time and instruct candidates to stop writing. They should switch their walkie-talkie on. A message will be sent immediately or soon as possible by walkie-talkie to inform the invigilators if an evacuation is necessary or if it is a false alarm. If it is a false alarm, candidates must be told to resume writing once the alarm is turned off and any time missed will be added to the end time. The Lead invigilator should ensure that students remain calm and Don't Panic.

If it is a confirmed genuine emergency, the Lead invigilator must take the following action:

- Evacuate the room by the designated route, which should be posted in each room. Follow the map of routes and assemble in the designated area. The Lead invigilator in the Sports Hall and the Main Hall will assign each invigilator a group of students to evacuate and lead out. Invigilators to ensure that students do not communicate and that they line up as directed by the Lead invigilator. Invigilators should routinely take notice of the route in each room they are in.
- **All question papers and scripts are to be left in the examination room (but see note below).**
- The Lead invigilator must pick up the seating plan before leaving the room and note the time.
- Immaterial of where the examination is held, the candidates and invigilators are to assemble on the field opposite the main Stringer Way exit (see map). Candidates must line up in candidate order as directed by the lead invigilator and must remain silent.
- Candidates and invigilators should wait in the areas described above until the rest of the school has reached the normal assembly area. A roll call must be made, using the seating plan and the names of any missing candidates noted. Once the rest of the school has assembled, the candidates should be escorted by the invigilators to the hard standing alongside the sports hall. At this time, a messenger will be sent from the main assembly area to collect the names of any missing candidates.
- Candidates must maintain silence at all times and any communication by any of them must be reported to the Examinations Officer when the emergency is over.
- The Senior Leader (Exam Officer) will follow the evacuation route appropriate to their location and then join the examination candidates to assist in the maintenance of silence.

### 16.1 After the Evacuation

When the emergency is over, the Exam Officer should make a decision as to whether the exam can be restarted. In assessing whether to continue the examination, the following factors need to be taken into consideration:

- the length of time that has passed since the official start time
- whether the minimum time for remaining in the examination has passed to maintain the integrity of the examination
- the amount of time left to complete the examination(s)
- whether there is sufficient time to complete the examinations before another session starts
- whether continuing the examination take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time.

In making this decision, the Exams Officer must be satisfied that communication between candidates has not taken place outside of the examination room. Only if completely satisfied that no communication whatsoever has taken place must candidates be allowed to continue the examination.

## **16.2 Abandoning the Session**

If the session is to be abandoned, this will be either:

- because of consideration of the criteria above;
- because re-entry to the premises cannot be secured; or
- because the risk of communication between candidates, which would invalidate the examination, cannot be eliminated.

If the examination has to be abandoned:

- The Examinations Officer should take the first opportunity to contact Examinations Body and then seek to apply for Special Consideration for all the candidates affected.
- Partially completed papers should be sent to the Examining Body as usual, unless the Examining Body has specifically requested that papers should not be submitted.

## **16.3 Continuing the Session**

If the session is to be continued

- Candidates and invigilators should return to the examination room as directed by the Lead invigilator or Examinations Officer, if it is practical to do so. The invigilators should indicate on the candidates' work, where it is feasible to do so, the point at which the interruption occurred.
- The invigilators should also record the time and duration of the interruption and the candidates should be allowed the full working time prescribed for the examination.
- The Examinations Officer will make a full report of the incident and of the action taken for submission to the Examining Board.

Note: In the event of there being only a small number of candidates, consideration should be given to the possibility of taking the candidates, with

question papers and scripts, to another place in order to complete the examination, providing that the candidates' safety can be guaranteed.

Assembly point during Formal Examinations



## **17 Bad weather arrangements**

### **17.1 Communication with candidates**

- Schoolcomms (text service) will be used when there is a problem with either the school not being open or the exam being disrupted due to weather, in the case of the Year 11 mock exams in December, along with notices on the website.

### **17.2 If students can't get into school/college due to travel problems or school/college closure?**

Exam boards may be able to arrange for exams to be centralised. In such cases, please ensure that completed papers:

- include the original centre number
- include the candidate number
- are despatched to the examiner allocated to the school/college that made the entry, using the Parcelforce label provided.

#### Recommended actions:

- *centres to open for examinations and examination candidates only, if possible*
- *centres to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)*
- *centres may offer candidates an opportunity to sit any examinations missed at the next available series*
- *centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.*

*A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible*

### **17.3 If staff and/or invigilators can't get into school/college due to travel problems?**

If staff and/or invigilators cannot safely travel to school the Head of Centre will have to decide whether the Exam can be conducted whilst still meeting the requirements laid out by the JCQ. Where they feel the exam can be conducted using those staff who can attend the exam should go ahead. The lead invigilator must be someone who is fully aware of the requirements (which will be stored centrally for easy reference).

Where the Head of Centre does not feel that the exam can be conducted in accordance with the requirements, the Centre will be closed for students. Notification will be sent to candidates via the website and/or Schoolcomms, and alternative arrangements will be made as above.

#### **17.4 If severe weather conditions mean that students arrive late for their exam?**

Try to advise students in advance to allow extra time for their journey.

If they are late, follow the guidance from the JCQ Instructions for conducting examinations booklet.

If many students arrive late:

- those already in school/college should be kept in exam conditions
- late arrivals should sit the exam and you should apply for special consideration online.
- the attendance report must include everyone who sat the exam.

The exam officer should document the circumstances surrounding the exam, including what you have done to:

- keep the papers secure
- prevent late arrivals from accessing the paper between the published start time and the time they entered exam conditions.

#### **17.5 Severe weather affects the collection of scripts by Parcelforce from my school/college?**

Refer to the Parcelforce Worldwide and DfE websites.

The Exams officer should contact the local delivery office of the school's closure to avoid unnecessary journeys.

If the Exam officer can't despatch completed papers on exam day due to early closure or Parcelforce issues, store the script package securely and arrange a collection as soon as possible. Alternatively, the papers can be taken to a post office which accepts Parcelforce World Wide – the yellow label must be scanned by the Post Office staff and that the dispatch log is signed and dated by them as proof of Centre dispatch.