



Examinations Policy

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Introduction

The purpose of this policy is to ensure that St Lawrence plans and manages all assessments in accordance with relevant awarding bodies' and regulatory authorities rules and guidance.

This policy covers General Qualifications (GCE, GCSE and iGCSE). Separate policies are in place for BTEC qualifications.

It is the responsibility of all staff involved in the exam and assessment process to read, understand and implement this policy.

The policies and procedures included in this document will be reviewed and updated annually, and at any time when regulations change, by the Senior Deputy Head/Head of Upper School and the Exams Officer.

Policies Required by JCQ which are not included in this policy

The following policies can be found in the "Policies and Procedures" are of St Lawrence College's SharePoint drive. These are in compliance with the JCQ's General Regulations for Approved Centres:

- Cyber Security Policy
- Safeguarding and Child Protection Policy
- Complaints Policy - Pupils
- Complaints Policy - Parents
- Data Protection Policy
- Equal Opportunities Policy
- Whistleblowing Policy

References Throughout this Policy

Various publications from JCQ are referred to throughout this policy as follows:

- General Regulations for Approved Centres (GR)
- Access Arrangements and Reasonable Adjustments (AARA)
- Instructions for Conducting Exams (ICE)
- Instructions for Conducting Non-Exam Assessments (NEA)
- Instructions for Conducting Coursework (ICC)

Any other documents or publications referred to will have their titles written out in full

Conflicts of interest

A conflict of interest arises when members of centre staff have a personal connection to a candidate taking qualifications, at any centre, and records must be kept. In some cases, details of conflicts of interest must be shared with awarding bodies.

Declaration

During the Michaelmas Term, the Exams Officer will e-mail all college staff asking them to declare any conflict of interest, as defined by JCQ (GR 5.3j).

Any staff members who declaring a conflict will be asked for further details. The details of the conflict of interest will be recorded and retained by the exams officer, and shared with the Head of College.

Awarding bodies will be informed of any cases involving:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units; and
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units.

Internal records will be maintained where:

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for exams and assessments either at the centre itself or other centres

- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR 5.3)

Management

Where conflicts of interest involve teaching staff, they will be managed by:

- internal moderation of candidates' work.
- including any centre-assessed work in any external moderation sample, even if not requested.
- restricted access to materials. If the teacher has access to early released materials, such as Art Exam briefs or MFL speaking prompts, they will not access these electronically or from home, and will complete preparation work in the presence of a colleague.
- any other measures agreed by the Exams Officer, Head of Upper School/Senior Deputy Head and Head of Centre.

Where conflicts of interest involve exams staff, they will be managed by:

- always having two people present when the secure storage is open, in the case of the exams officer or other named keyholder;
- where possible, ensuring the staff member(s) and candidate(s) involved in the conflict are in different rooms from each other, or if not possible then a physical distance is maintained;
- ensuring that a member of staff is never the sole invigilator in an exam room in which the candidate(s) involved are working; and
- ensuring that a member of staff is never alone with the candidate(s) involved in the conflict of interest while the candidate is under exam conditions, for example during a supervised rest break or period of supervision between exams.

Records of all conflicts of interest, and the measures taken to mitigate any potential risk to the integrity of the assessment process will be maintained in accordance with GR 5.3.

Qualifications Offered

A list of qualifications offered (including awarding bodies) will be sent to all Heads of Department by the Exams Officer, based on the offering the previous academic year, within the first two weeks of the Michaelmas term. Heads of Department will notify the Exams Officer of any changes to their departmental offering that year by the end of September.

Entries

The Exams Officer will request provisional entry lists from Heads of Department during the Michaelmas term, and will begin to prepare for entries.

By the end of the Michaelmas term, updated entry lists will be shared with Heads of Department for approval.

Candidate entry lists will be produced after mock exams. These will be sent to candidates to be checked for any errors in name, date of birth and qualification entries.

All confirmation must be received by the Exams Officer before February half term.

Final entries will be made by the Exams Officer by 21st February. Amendments can be made, if necessary until awarding body amendment deadlines.

Exam Fees

Fees for entries are not included in school fees, and will be added onto school bills for the term in which exams take place.

Late or amendment fees will be paid by candidates in the case where the late entry or amendment arises as a result of the candidate having neglected to inform The College of their desire to change their entries.

Late or amendment fees will be paid by St Lawrence College cases where the late entry or amendment fee arises from an error on the part of a member of staff, such as entering a candidate for the wrong tier of a qualification.

Fees for on-demand exams, may be charged retrospectively.

Non-Examined Assessments, Controlled Assessments and Coursework

This section is relevant to the delivery of subjects of GCE and GCSE specifications with one or more non-exam assessment components, controlled assessments (where applicable) and coursework.

JCQ defines non-exam assessments (NEAs) as assessments that measure subject specific knowledge and skills that cannot be tested by timed written papers. (NEA 1)

At St Lawrence College, qualifications that include NEAs are offered in:

- Art, Design and Photography
- Design and Technology
- Drama
- English as an Additional Language
- English Language
- English Literature
- Geography
- History
- Media Studies
- Physical Education
- Project Qualifications

In addition, Science A-Levels include a practical science endorsement, and Language specifications include externally-assessed practical (oral) work.

The processes in place at St Lawrence College to manage the conduct of non-exam assessments including controlled assessments and coursework are detailed below. This section covers all stages of non-exam assessment, defined as:

- Task setting
- Task taking
- Task marking

(NEA 1)

The purpose of this section is to define staff roles and responsibilities with respect to non-exam assessments and manage risks associated with non-exam assessments.

Identifying staff roles and responsibilities

Head of centre:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA or ICC as appropriate.
- Ensures that the centre's non-exam assessment policy is fit for purpose and covers all types of non-exam assessments.
- Ensures the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.

Senior Leaders:

- Ensure the correct conduct of non-exam assessments (including endorsements) which comply with NEA, ICC and awarding body subject-specific instructions.
- Ensure the Centre-wide calendar records assessment schedules by the start of the academic year.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject Head/Lead:

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

Subject teacher:

- Understands and complies with the general instructions as detailed in NEA or ICC.
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-exam 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 exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series.

Exams Officer:

- Signposts the annually updated JCQ publication Instructions for conducting non-exam assessments to relevant centre staff.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-exam assessment.
- Confirms with subject heads that appropriate awarding body forms and templates for non-exam assessments (including endorsements) are used by teachers and candidates .
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.

Task setting

Subject teacher:

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Makes candidates aware of the criteria used to assess their work.
- Determines when set tasks are issued by the awarding body.
- Identifies date(s) when tasks should be taken by candidates.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.
- Ensures the correct task is issued to candidates.

Task taking

Supervision

Subject teacher:

- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- Ensures 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.
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own

- Is confident that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the JCQ documents Information for candidates - non-exam 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

Advice and feedback

Subject teacher:

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- Will not provide candidates with model answers or writing frames specific to the task.
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.
- Allows candidates to revise and re-draft work after advice has been given at a general level.
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- Ensures when work has been assessed, candidates are not allowed to revise it.

Resources

Subject teacher:

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks.
- Refers to the JCQ document *AI Use in Assessments: Your role in protecting the integrity of qualifications* as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator.
- By referencing these documents and the malpractice section of this policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.

Word and time limits

Subject teacher:

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

Collaboration and group work

Subject teacher:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when 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:

- Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
- Signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA or ICC and informs the exams officer, who will inform a member of the Senior Leadership Team.
- Understands that if, during the external moderation process, it is found that work has not been properly authenticated, the awarding body will set the marks(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 NEA or ICC unless the awarding body's specification gives different subject-specific instructions.
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.
- Ensures that if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements.

Keeping materials secure

Subject teacher:

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensures work is securely stored .
- Follows secure storage instructions as defined in NEA 4.8.

- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre.
- Returns internally assessed work to candidates following the deadline for requesting a review of results for the relevant series, or on completion of such review if one has been requested.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Reminds candidates of the contents of the JCQ document Information for candidates – social media).
- Liaises with the IT Manager to ensure the protection and back-up of candidates' work, and that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager:

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Restricts access to this material and utilise appropriate security safeguards such as firewall protection and virus scanning software.
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained.
- Considers the contingency of candidates' work being backed up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable.

Externally assessed work

Subject teacher:

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed component of a specification which must be conducted within a window of dates specified by the awarding body and, where applicable, according to JCQ Instructions for conducting exams or the Cambridge Handbook.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

Exams officer:

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-exam component of a specification.
- Conducts the externally assessed component within the window specified by the awarding body.
- Conducts the externally assessed component according to the JCQ publication Instructions for conducting exams or the Cambridge Handbook.

Submission of work

Subject teacher:

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

Exams officer:

- Provides the attendance register to the subject teacher where applicable.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Prepares the work for despatch, either physically or digitally, as required by the awarding body.
- Ensures that physical packages in which work is despatched are robust and securely fastened.
- Despatches or uploads the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Head of centre:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter).
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample.

Subject head/lead:

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline (see Appendix 1)

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.
- Does not use artificial intelligence as the sole means of marking candidates' work.

- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

Head of Department:

- Ensures that internal standardisation of marks across teaching groups takes place.
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.).
- Ensures accurate internal standardisation.
- Retains evidence that internal standardisation has been carried out.

Subject teacher:

- Indicates on work (or cover sheet) the date of marking.
- Marks to common standards.
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Submission of marks and work for moderation

Subject teacher:

- Provides marks to the exams officer to the internal deadline, unless they have responsibility for inputting marks to awarding bodies' secure sites.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Passes requested samples of candidates' work (and any work subject to conflict of interest) to the Exams Officer for submission to the awarding body moderator by the external 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.
- Provides the exams officer with any supporting documentation as required.

Exams Officer:

- Submits marks online via iSAMS or Exam Board's extranet site, keeping a record of the marks submitted to the external deadline/confirms with subject teachers that marks have been submitted to the awarding body deadline.
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.

- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline.
- Ensures that for postal moderation:
 - work is dispatched in packaging provided by the awarding body.
 - moderator label(s) provided by the awarding body are affixed to the packaging.
 - proof of dispatch is obtained and kept on file until the successful issue of final results.
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- Through the subject teacher, submits any supporting documentation required by the awarding body.

Storage and retention of work after submission of marks

Subject teacher:

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results, or the conclusion of such enquiries, whichever is the latter.
- In liaison with the IT Manager, 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, audio, media recordings etc.).

Exams officer:

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

External moderation – the process

Subject teacher:

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

External moderation - feedback

Subject Head/Lead:

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

Exams Officer:

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

Access arrangements and reasonable adjustments

Subject teacher:

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

SENCo:

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to NEA including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills.
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

Special consideration and loss of work

Subject teacher:

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate:
 - is absent
 - produces a reduced quantity of work
 - completed work that has subsequently been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments.
- Liaises with the exams officer to report loss of work to the awarding body.

Exams Officer:

- Refers to/directs relevant staff to the JCQ 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 where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body (For coursework, AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using AQA Centre Services or OCR Interchange as appropriate)

Malpractice

Head of Centre:

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff.
- Ensures that any irregularity identified by the centre before the candidate has signed the authentication statement (where required) is dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment material has been breached, the breach must be reported to the awarding body).
- Is familiar with the JCQ publication Suspected Malpractice in Exams and Assessments: Policies and Procedures.
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-exam assessment or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Subject teacher:

- Is aware of the JCQ Notice to Centres - sharing assessment material and candidates' work.
- Ensures candidates understand the JCQ document Information for candidates - non-exam assessments and (where applicable) Information for candidates - coursework assessments.
- Ensures candidates understand the JCQ document Information for candidates - Social Media.
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre.

Exams Officer:

- Signposts the JCQ publication Suspected Malpractice: Policies and Procedures to the head of centre.
- Signposts the JCQ Notice to Centres - sharing assessment material and candidates' work to subject heads.
- Signposts candidates to the relevant JCQ information for candidates documents.
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

Enquiries about results

Head of Centre:

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision

not to support a clerical check, a review of marking, a review of moderation or an appeal.

Subject Head/Lead:

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

Subject teacher:

- Provides advice and guidance to candidates on their results and the post-results services available.
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline.
- Supports the exams officer in collecting candidate consent where required.

Exams Officer:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-exam assessments as detailed in the JCQ publication Post Results Services.
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-exam 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

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

Subject Head/Lead:

- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course.
- Undertakes 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.

Subject teacher:

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

Exams Officer:

- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment.

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

Exams

Process to check candidate identity

The identity of students on roll at St Lawrence College is checked as part of the initial registration process. (GR5.6)

The identity of all international students is confirmed at registration by their passport, a copy of which is kept on file. In the case of UK based students, a passport is the preferred document to confirm identity, but if this is unavailable then a birth certificate may be accepted as an alternative.

St Lawrence College does not ordinarily accept private candidates for entry into exams. In the exceptional circumstance that a candidate were to be accepted, their identity would first be verified in the same way as a pupil registering at the school, as detailed above.

All candidates will be expected to bring their school identification cards (or "fobs") to exams and place these on their desks. In the case that a candidate does not have their fob on their desk, invigilators will use the printed photograph report, which will be available on the front desk of the main exam hall.

In the case that there is any doubt, a member of the senior leadership team or the candidate's house staff will be contacted to confirm the identity.

Candidates with approved exam access arrangements will be identifiable by an additional printed label on their desk, with their name and an indication of which access arrangements they may have in place.

The following arrangements are also in place a private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the exam/assessment, e.g. a passport or photographic driving licence (ICE 16.5)

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private

room where they will be politely asked to remove the religious clothing for identification purposes. Candidates will be given sufficient time and space to replace their religious clothing before the exam start time. Candidates will be informed of this requirement prior to their first exam.

(ICE 16.6)

Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded, by desk labels and a printed list on the front desk of the main exam room.

(ICE 16.8)

Invigilator training will include training on the process for identifying candidates. (ICE 16.1)

Behaviour in exams

Invigilators will be trained to ensure familiarity with rules and expected behaviour in exams. Invigilators will have mobile phones on “silent” mode for the sole purpose of summoning assistance from the exams officer.

Invigilators must not read question papers or remove them from the room.

Invigilators’ attention must always remain on the exam.

Candidates must follow all instructions given by an invigilator.

Any instances of failure to follow instructions will be recorded and reported to the exams officer, who will determine whether this constitutes suspected malpractice.

If an invigilator requires assistance with maintaining appropriate candidate discipline, the exams officer will be contacted and will attend the exam room.

If a candidate continues to ignore instruction from both invigilator and exams officer, the Head of Upper School will be called.

If a candidate is disrupting the exam or disturbing other candidates, they will be kept under full supervision in an alternative location and allowed to finish the exam once an invigilator is available. A full report will be made to the awarding body.

Beginning the Exam

The invigilator(s) will remind candidates that they are under exam conditions from the moment they enter the exam room.

The invigilator(s) will ensure all candidates are seated according to the pre-prepared seating plan.

Invigilator(s) will amend the seating plan if changes are necessary.

In the case of very small cohort exams, a seating plan may be prepared after candidates are seated.

An invigilator will read the CIE or JCQ announcement, as appropriate to the exams being conducted.

Late arrivals

Exams at St Lawrence College usually start at 09:00 or 13:45.

Candidates arriving to an exam after the centre start time, but before the exam has ended, will be allowed the full allocated time to finish the exam.

Candidates will be considered very late if they arrive:

more than one hour after the published start time of the for exams lasting at least one hour

after the published end time for exams lasting less than one hour

after the Key Time for exams with the CIE exam board (ICE 21.3; Cambridge Handbook)

Candidates who arrive very late will be allowed the full time to sit the exam, but will be warned that the awarding body may not accept their script (ICE 21.4)

Awarding bodies will be informed of any candidates who have arrived very late and been allowed to sit the exam.

Candidates who do not arrive on time for an exam will be contacted as soon as possible, to minimise the chances of them arriving very late, and risk their script being rejected by the awarding body.

Food and drink

Unless there is a medical need, food will not usually be allowed in the exam room.

Water will be allowed in clear bottles.

Water and disposable cups will be available for those without a bottle

Unauthorised items

The possession of unauthorised items in an exam room is malpractice.

JCQ and CIE Posters will be displayed prominently outside and inside the exam room. There will be no secure storage available for unauthorised items, and candidates are advised to leave such items at home or in their houses.

Any items brought to the exam room will be returned to HSMs by the exams officer, and it will be the responsibility of the candidate to collect these at a time convenient to the HSMs.

Any unauthorised items found to be in a candidate's possession after the exam time has started will be removed and stored until such a time as a malpractice investigation has been completed.

Leaving the exam room

Candidates are expected to remain in the exam room for the published duration of the exam.

Candidates who have an access arrangement allowing them extra time for an exam do not have to remain in the exam room for the duration of their extra time, but must still remain in the exam room for the published duration of the exam.

Candidates who are allowed supervised rest breaks will be encouraged to take these at their desks. If the candidate has a need to leave their desk they will be allowed to designated rest break areas, under the supervision of an invigilator.

Candidates who need to use the toilet will be allowed to do so at the discretion of the invigilator(s). The designated toilet for an exam will be checked for unauthorised materials prior to the exam, and will not be used by any staff or students not in the exam whilst the exam is taking place. Candidates will be supervised to and from the door of the toilet by a trained invigilator.

Any candidate who leaves the exam room unsupervised will not be allowed to return to the room under any circumstances until all other candidates have left the room.

Clash supervision and overnight arrangements

If a candidate has two exams timetabled for the same session, and the combined duration of these exams is over three hours, one of the exams will be moved to an earlier or later session on the same day. The candidate will remain under the supervision of an invigilator from the start of the first exam until one hour after the published start time of the second exam or they have completed both exams, whichever is later.

During a period of supervision, candidates may revise or relax, but they may not bring any unauthorised materials into the period of supervision, with the exception of paper notes or books.

If more than one candidate with a timetable clash on the same day, they may be supervised as a group with a minimum of one invigilator for every thirty candidates.

No candidates with a clash may be supervised alongside candidates who have already taken the exam they are yet to take.

Candidates under supervision will be accompanied to the dining room to sit at allocated tables away from other students, or provided with a packed lunch.

The exams officer will inform all students of any timetable clashes prior to the start of the exam period, and will remind candidates within the week preceding the clash.

If a candidate has three exams scheduled for a day, arrangements will be made to spread these as evenly as possible throughout the day, whilst ensuring the relevant regulations regarding the duration of breaks is maintained. (ICE 7)

If a candidate has three or more exams timetabled for one day, and the duration is more than six hours (for GCE) or more than five and a half hours (for GCSE) then an exam may, by JCQ rules, be scheduled to take place the following morning. This will only be as a last resort. (ICE 8)

Absence

The housemaster/mistress of any candidate absent at the start of the exam will be contacted. If they are not aware of the reason for the absence:

- If the candidate is a boarding pupil, their HSM (or in case he/she is teaching, the Exams Officer) will search boarding accommodation for the pupil. If the pupil is not in the boarding house, the usual missing pupil procedures will be instigated.
- If the candidate is a day pupil, their HSM (or in case he/she is teaching, the Exams Officer) will contact college admin, who will follow the usual procedures for confirming absence or locating a missing pupil as appropriate. This will be done as a priority to give the candidate the best chance of arriving at school "late" rather than "very late" as defined above.

Private candidates

St Lawrence College does not usually accommodate private candidates. Exceptions may be made at the discretion of the Head of Centre. Private candidates will be subject to the same policies and procedures as internal candidates.

Emergency evacuation procedure

The invigilator must take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.

- Collect the attendance register (in order to ensure all candidates are present).
- Evacuate the exam room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the exam room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the exam room to make sure there is no discussion about the exam.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the exam.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the exam.
- Make a full report of the incident and of the action taken.

The exams officer will report any such incidents to the awarding body/bodies of the exams affected.

Lockdown (exams)

Staff on site are alerted to the activation of lockdown via an Alertus message on PCs, radio messages (to radio users) and by three short airhorn blasts.

Upon becoming aware of lockdown, the Exams Officer will alert invigilators via mobile phone.

Invigilators must:

- Shut all windows and door and, where available, blinds/curtains.
- Remind pupils that they must not communicate with one another.
- Stop candidates from writing.
- Make a note of the time of the interruption.
- Move candidates from ground floor side rooms of Taylor Hall into the main room of Taylor Hall.
- Allow members of staff who are not exams staff, and pupils who are not candidates, to enter the building for safety, but must ensure they do not communicate with candidates. This could be achieved by directing them to the balcony.
- Ensure all building entry points are monitored.
- Conduct a search of the building for unauthorised persons, once satisfied that the building is secured.

Lockdown will be terminated by an Alertus message on PCs, radio messages to radio users and one long airhorn blast.

Upon termination of lockdown, the Exams Officer will alert invigilators via mobile phone.

Invigilators must:

- Allow candidates the full time to complete their exams.
- Make a full report of the actions taken.

The exams officer will report any such incidents to the awarding body/bodies of the exams affected.

Access Arrangements

An overview of Access Arrangements

Access arrangements allow candidates with specific needs including, but not limited to, special educational needs, disabilities and temporary injuries to demonstrate their knowledge and abilities without changing the demands of assessments. Access arrangements are the way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments without compromising the integrity of assessments.

Reasonable adjustments are required when a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. A reasonable adjustment may be unique and therefore not included in the JCQ document Access Arrangements and Reasonable Adjustments (referred to in this policy as AARA).

This policy demonstrates the College's compliance with the obligation to identify the need for, request and implement access arrangements (GR 5.4). It details how the centre facilitates access arrangements for exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements');
- requesting access arrangements;
- implementing access arrangements and the conduct of exams; and
- checking the qualification of its assessors and that correct procedures are followed as in Chapter 7 of AARA.

Identifying the need for access arrangements

The school will endeavour to ensure that candidates who require an access arrangement are identified. This could involve all staff involved with the candidate's education, as detailed below.

Roles and responsibilities

The Head of Centre will:

- be familiar with the entire contents of the most up to date JCQ publications, including AARA and GR;
- work with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments; and
- ensure an appropriately qualified assessor is appointed, and that evidence of qualification is kept on file.

The SENCo will:

- be familiar with the entire contents of the most up to date edition of AARA;
- coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4) This process will include:
- gather information from, and share information with, members of teaching staff to ensure that the access arrangement is the candidate's normal way of working in the centre;

- arrange assessments to be carried out in accordance with the requirements in AARA;
- inform candidates that their personal data will be recorded on Access Arrangements Online (AAO), My Cambridge or any other relevant portals in accordance with UK GDPR and the Data Protection Act 2018;
- apply for appropriate access arrangements for exams, including all relevant paperwork, via Access Arrangements Online (AAO), My Cambridge or any other relevant channel;
- compile a file of all paperwork (including a copy of the candidate's approved application and appropriate evidence of need), and transfer this to the Exams Office; and
- inform the Exams Officer of access arrangements.

At St Lawrence College, formal assessments are carried out by the SENCo, Mrs. Samantha Moulson-Porte

The Assessor will:

- personally conduct the assessments, and not sign off assessments carried out by another professional;
- consider any evidence presented in externally commissioned assessments as a part of the process of determining whether internal assessment of a candidate is appropriate; and
- carry out all relevant tests to support the application, and complete relevant paperwork.

Teaching staff will:

- liaise with the SENCo regarding arrangements for pupils in their classes, including raising concerns when they believe a pupil may require an access arrangement in order to demonstrate their knowledge and ability;
- be aware of which pupils have access arrangements in place, and implement these in class; and
- provide evidence, when requested, to support applications to awarding bodies.

The HSMs will:

- pass on relevant information to the SENCo and/or Exams Officer, when a recent event (e.g. injury or bereavement) may mean that a temporary access arrangement is necessary.

The Exams Officer will:

- be familiar with the entire contents of the most up to date JCQ publications, including AARA and GR;
- ensure that correct arrangements are in place for all external assessments;
- order modified papers where necessary;
- ensure that the SENCo has access to AAO, My Cambridge and all other relevant portals, and be familiar with the application process; and
- ensure that invigilators are familiar with how to facilitate access arrangements, and that additional training is provided where necessary.

Centre Delegated Arrangements

The SENCo will make all decisions related to centre delegated arrangements. Appropriate evidence will be kept on file in the Exams Office.

Alternative rooming arrangements

Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their exams in a smaller environment away from the main exam room (AARA 5.16).

The following confirms the criteria for determining when these arrangements may be considered and granted for a candidate at St Lawrence College in compliance with the regulations.

Decisions on the awarding of the arrangement

At St Lawrence College, decisions on the awarding of the arrangement are made by the SENCo.

Any such decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect;
- the candidate's normal way of working within the centre;
- whether the arrangement would unfairly advantage or disadvantage the candidate;
- whether the candidate's condition, other access arrangements or behaviour would disturb other candidates in the main exam room; and
- whether the rooming arrangement would prevent the candidate from being placed at a substantial disadvantage

Available alternative accommodation

In most cases, candidates awarded alternative rooming arrangements will be accommodated in small rooms adjoining the main exam room.

The number of candidates in an alternative room will not exceed 15, reflecting the usual class size and normal way of working in a classroom environment.

In cases where 1:1 invigilation is granted, candidates may be accommodated in a separate building. A roving invigilator or the Exams Officer will periodically attend the 1:1 room.

The Exams Officer and invigilators will ensure that all rooms comply with the regulations and standards set out in ICE.

Word processor policy

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

Decisions on the awarding of the arrangement

At St Lawrence College, decisions on the awarding of the arrangement are made by the SENCo.

Any such decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect;

- whether the use of a word processor would prevent the candidate from being placed at a substantial disadvantage;
- the candidate's normal way of working within the centre;
- whether the arrangement would unfairly advantage or disadvantage the candidate;
- whether the arrangement would compromise the assessment objectives of a given specification; and
- the nature of the work required – a word processor may not always be appropriate.

Candidates will be given the opportunity to practice using the arrangement. For example, the exams laptops will be used during mock exams. Candidates are allowed to use their own devices during lessons, where appropriate, and practice typing as their usual way of working

Candidates may also be granted use of a word processor:

- in the case of injury or temporary impairment; and
- if using an on-line platform to complete an exam.

Candidates will not be awarded use of a word processor in exams based only on preference or speed of working.

All candidates may use word processors for non-examined assessments, as long as it does not compromise the assessment objectives.

Available word processors

Word processors for exams will be provided from a bank of "Exams Laptops". These have spelling and grammar checks disabled.

In cases where a candidate is granted the access arrangement of a scribe, a word processor with the spelling and grammar check enabled may be given as an alternative to a human scribe.

Candidates requiring word processors will be seated close to electrical sockets, to ensure that devices can be plugged into mains electricity rather than relying on battery power. Invigilators will check that all laptops are plugged in prior to starting the exam.

Laptops will be logged in using the Exams log-in, which will ensure they can connect only to a Local Network for the purposes of printing work, and not to any wider information or storage facilities.

A template will be used to ensure all necessary information is included and correct formatting used.

Work will be automatically backed-up at 5 minute intervals.

Candidates using word processors for MFL exams, and their invigilators, will be told how to insert accents and special characters.

Malpractice

Introduction

St Lawrence College manages malpractice, in accordance with the JCQ General Regulations for Approved Centres (section 5.11). Under normal delivery arrangements, we take all reasonable steps to prevent the occurrence of any malpractice and maladministration before, during and after exams, and to report and investigate.

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 exam 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)

Malpractice may arise from:

- intentional acts aiming to give an unfair advantage in an exam or assessment;
- lack of awareness of regulations, or carelessness or forgetfulness in applying these regulations
- circumstances beyond the control of those involved, such as a fire alarm disrupting the supervision of candidates

Malpractice may involve various people, including:

- students;
- staff involved in exam administration (exams officer, invigilators, access arrangement facilitators, SENCo, those handling exams post);
- teachers, senior leaders, external assessors;
- assessment personnel including examiners, moderators and other assessors/verifiers; and
- other parties such as parents, siblings, friends or private tutors.

General principles

For the purposes of this policy, “suspected malpractice” refers to any alleged or suspected instances of malpractice or maladministration, regardless of how the incident may be categorised in SMPP, or the parties involved.

In accordance with regulations, St Lawrence College will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR5.11)

- 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, including:
 - the JCQ M1 form in a case of suspected candidate malpractice
 - the JCQ M2 form in a case of suspected malpractice/maladministration involving a member of centre staff (GR5.11)
- As required by an awarding body, investigate any instances of suspected malpractice in accordance with the latest version of the JCQ publication 'Suspected Malpractice Policies and Procedures' and provide such information and advice as the awarding body may reasonably require (GR5.11)

Preventing Malpractice

Staff

St Lawrence College will ensure that robust procedures are in place to prevent malpractice.

JCQ Publications will be shared with SLT by the Exams Officer. Teaching staff will also be alerted to any changes in JCQ regulations, and/or the CIE Handbook as appropriate, which may affect the qualifications for which they are preparing candidates.

Heads of Department will ensure that they, and their department, follow the specific guidance from awarding bodies relevant to the qualifications for which they are preparing candidates.

The Exams Officer and SENCo will complete annual update training to ensure familiarity with the latest JCQ regulations and guidance. The Exams Officer will also ensure familiarity with the latest CIE handbook and communicate any necessary information to the SENCo and others involved in the administration of exams.

The College will maintain a culture of honesty and openness, so that any suspected malpractice can be reported and escalated appropriately without fear of repercussion.

Candidates

Candidates will attend assemblies (or briefings in the case of small-cohort exams) prior to both mock exams and public exams, which will include information about:

- The conditions under which assessments will be carried out, including warnings about prohibited items and restricted resources;
- Information about what constitutes malpractice and the sanctions that can be imposed;
- Information about the sanctions involved in sharing confidential material, and how to report immediately if they receive confidential material; and
- Completing coursework, the use of AI (as detailed below), and the need for all work to be their own.

In addition to receiving this information verbally, JCQ notices to candidates will be distributed via Teams, and displayed on the exams display board outside the dining room. This information will also be displayed on notice boards in house common rooms.

Artificial Intelligence (AI)

Artificial Intelligence tools, or AI chatbots, generate text in response to user prompts and questions. AI chatbots can answer questions, summarise and analyse texts, compile, essays, translate passages between languages and much more.

When properly referenced, the use of AI chatbots is acceptable, but students will not gain any credit for work which is not their own, and therefore the benefit of including such content is limited, and the risk of committing malpractice, either accidentally or deliberately, is high.

If AI is used, it must be properly referenced in accordance with JCQ's Instructions for Conducting Non-Examined Assessments. References must include the name of the AI tool, and the date on which the content was generated. A screenshot of the question(s) used and generated content must be submitted along with the candidate's work for final assessment, as well as a brief explanation of how the generated content was used.

If a teacher suspects a candidate has used AI tools, but has not submitted references and evidence as above, this will be treated as malpractice.

Reporting malpractice

Candidates (or an individual acting on their behalf)

In accordance with JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2024, each candidate will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.

Where a candidate might attempt to gain an unfair advantage during the centre's process on the determination of grades by, for example, submitting fabricated evidence or plagiarised work, or any other act deemed as malpractice, St Lawrence College will submit a report of suspected candidate malpractice to the relevant awarding body.

Where a candidate, or an individual acting their behalf such as a parent/carer, might try to influence grade decisions by applying pressure to the centre or any of its staff, St Lawrence College will keep and retain clear and reliable records of the circumstances and the steps taken, and make the candidate aware of the outcome. This will include a record that confirms the candidate had been made aware of the evidence that was going to be used and understand that the range of evidence used to determine a grade was not negotiable.

However, if a candidate or an individual acting on their behalf continues to inappropriately attempt to pressure centre staff, a report of suspected candidate malpractice will be submitted to the relevant awarding body.

As soon as suspected candidate malpractice is identified, the staff member(s) involved will report it using the appropriate channels:

NEAs and Coursework

Any teacher involved in the marking of NEAs or coursework who suspects the use of AI or plagiarism will report their concerns to the Head of Department, who will review the work. If the Head of Department also suspects that AI has been used, then one of two procedures will follow:

- 1) If the candidate declaration form has not been signed, the Head of Department will speak to the candidate to ascertain how the work was produced. If they suspect that the candidate has used AI following the conversation, they will inform the Head of Upper School (or Senior Deputy Head, if unavailable). If it is concluded that AI has been used, the candidate's parents will be informed and the candidate will need to redo their work.
- 2) If the candidate declaration form has been signed, the Head of Department will speak to the candidate to ascertain how the work was produced. If they suspect that the candidate has used AI following the conversation, they will inform the Head of Upper School (or Senior Deputy Head, if

unavailable). If it is concluded that AI has been used, the candidate's parents will be informed and the Head of Upper School will inform the Exams Officer, who will contact the relevant awarding body in line with JCQ SMPP.

If the teacher who identifies suspected malpractice is also the Head of Department, they will report their concern directly to the Head of Upper School, and the procedures as above will be followed, including the Senior Deputy Head if necessary.

If suspected malpractice is identified in an exam room, the candidate will be informed of the need to report the malpractice. Statements will be taken from the student, the member of staff identifying the suspected malpractice, the invigilators and any other witnesses.

In all cases of suspected candidate malpractice, an M1 form will be submitted to the awarding body by the Head of College, and an investigation and report completed.

The candidate suspected of malpractice, and their parent(s)/guardian(s), will be informed of the rights of accused individuals (SMPP 5.33), and kept informed of any outcomes of the investigation and the awarding body's final decision.

Along with their final decision, the candidate and their parent(s)/guardian(s) will be provided with information about the process and timeframe for submitting an appeal. The College will refer to such information as well as JCQ documentation to support the candidate and their family in making a decision as to whether an appeal would be appropriate.

Centre staff

Centre malpractice is malpractice involving staff members, and could occur at any time during the assessment process. It could include, but it not limited to:

- Entering candidates who have not been properly prepared for assessments;
- Maladministration relating to access arrangements, including granting arrangements where not appropriate or failing to provide agreed arrangements;
- Putting any candidate at an advantage or disadvantage
- Failing to declare conflicts of interest
- Anything that supports falsely inflated grades
- Failure to submit candidate and Head of Centre declarations with centre-assessed work
- Releasing grades prior to candidate results day
- Failure to report suspected malpractice

St Lawrence College will report any instances of suspected malpractice involving staff.

If an individual identifies suspected centre malpractice, they must report it immediately to the Head of College, who will conduct an investigation or appoint a senior member of staff to do so, with agreement from the awarding body.

In all cases of suspected centre malpractice, an M2 form will be submitted to the awarding body by the Head of College, and an investigation and report (M3) completed.

The staff member suspected of malpractice will be informed of the rights of accused individuals (SMPP 5.33), and kept informed of any outcomes of the investigation and the awarding body's final decision.

Along with their final decision, the accused staff member will be provided with information about the process and timeframe for submitting an appeal. The College will refer to such information as well as JCQ documentation to support the staff member in making a decision as to whether an appeal would be appropriate.

Examples of potential malpractice include, but are not limited to:

- A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades
- A teacher fabricating evidence of candidate performance to support an inflated grade
- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes and assessment materials, to support an inflated grade
- A teacher intentionally submitting inflated grades
- A failure to retain evidence used in the determination of grades in accordance with the JCQ Grading guidance
- A systemic failure to follow the centre's policy in relation to the application of Access Arrangements or Special Consideration arrangements for students in relation to assessments used to determine grades
- A failure to take reasonable steps to authenticate student work
- A failure to appropriately manage Conflicts of Interest (COIs) within a centre
- A Head of Centre's failure to submit the required declaration when submitting their grades
- Grades being released to students (or their parents/carers) before the issue of results
- Failure to cooperate with an awarding body's quality assurance, appeal or investigation processes
- Failure to conduct a centre review or submit an appeal when requested to do so by a student

Post-exam Services and Special Consideration

Information regarding post-results services and how to access them will be shared with candidates and parents, via e-mail, prior to the relevant exam series. This information will include a description of each service, exam boards' fees for each service and a list of which exam boards St Lawrence College uses for each qualification. This information will make clear that a mark can increase, remain the same or decrease as a result of a review of marking. This information can be found in Appendix 2, and will be updated annually in accordance with information supplied by awarding bodies.

The fees for any post results services will be paid by candidates' families.

The exams officer will advise all candidates to apply for access to scripts and consult their teachers before submitting any requests for further post-results services.

If a candidate, member of centre staff or parent believes there may be grounds for an application for special consideration, they should communicate this in writing (including e-mail) to the Exams Officer.

The Exams Officer will keep a log of all instances where there may be grounds for Special Consideration.

Prior to the deadline for applying for special consideration, the Exams Officer and Head of Upper School will consider all logged instances where a request for special consideration may be appropriate, and decide whether St Lawrence College supports the request, based on the criteria set out in the JCQ publication A guide to the special consideration process General and Vocational qualifications.

If it is decided that The College supports the request, details will be submitted to the relevant exam board(s).

Students will be informed of all requests made for special consideration on their behalf.

Internal appeals

Review of marking for internally marked assessments submitted for public exams at GCSE and A level

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

Departments who conduct and mark internal non-examined assessments as part of a public exam course must inform candidates of their marks before the exam board submission date (they should not attempt to convert this into a grade).

Any candidate has the right to request a review of their mark awarded by the centre.

Candidates should initially raise any concerns about their internally assessed coursework marks with their subject teacher.

All relevant departments should, when setting timelines for non-examined assessments, appoint one teacher to conduct any potential review of marking. This teacher must not have had any part in the assessment of any candidate seeking a review.

Where it is not possible to appoint an appropriately qualified member of teaching staff to conduct reviews (because the whole team is involved in internal moderation, for example) then an outside reviewer needs to be appointed by the Head of Department.

When releasing marks of non-examined assessments, departments must make students aware of their right to access their scripts. The process of script access will be decided by each department; it may involve students meeting with their teacher to review their script or performance at a specified time.

When releasing marks to students departments should also make them aware of the process of internal moderation that has occurred. In most cases this will already have involved work being marked at least twice.

The implication of this is that the marking has already, in effect, been reviewed, so the chances of further changes are limited and students and parents should be aware of this.

If a candidate or parent still wishes to request a review of their mark awarded, they must do so formally, with the permission of the person paying the bill, to the relevant HoD, in writing or via email, explaining the grounds for the review - There must be clear grounds for the review, arising from misapplication of the formal mark scheme: a review cannot be submitted simply on the basis that a candidate is unhappy with the current mark awarded.

This should be done within 7 days of receiving their mark.

At this stage the Senior Deputy Head/Head of Upper School and the Exams Officer must be informed of the review request.

The HoD will reply formally to acknowledge the review request, and outline the process and time frame as per this policy.

The HoD must also inform parents and the student concerned that reviews may result in marks being raised, being confirmed, or being lowered.

The HoD must also inform the parents that a review fee will be payable, which for marks to be submitted in June 2026 will be £60.

The review process must be overseen by the HoD, conducted by the teacher appointed by the department to complete reviews of marks.

The teacher responsible for the review must, firstly, check that all procedures have been followed with regard to non-examined assessments, that the department has adhered to the school's policy on non-examined assessments, and that the moderation process was carried out appropriately and correctly.

The teacher conducting the review should then review the marking of the relevant piece(s) of work with sight of the original mark, applying a reasonable tolerance with regard to the original mark (plus or minus 10%).

The review process must be concluded, and the parent and student informed formally of the outcome by the HoD in writing or via email within 14 days of receiving the request.

The teacher conducting the review should communicate a final decision to the HoD, Exams Officer and the Senior Deputy Head/Head of Upper School, along with feedback.

The HoD should then communicate this information, including the supporting documentation, to the parents and pupil, by e-mail, copying in the Exams Officer and the Senior Deputy Head/Head of Upper School

When setting timelines for non-examined assessments, departments will need to allow sufficient time before the exam board marks submission date to permit a proper appeal process to be completed.

The exams officer and Senior Deputy Head/Head of Upper School will compile the following information, and update Appendix 1 of this policy accordingly:

- The deadline for submission of marks to exam boards for each subject;
- The deadline for student appeals (2 weeks before the exam board deadline); and
- The deadline for marks to be shared with students (1 week before the appeals deadline).
- All relevant departments must submit key information by March of each year to the Exams Officer, specifically including:
 - The dates of any non-examined assessment such as oral exams or performance work
 - The internal submission date for any coursework, or other assignments
 - The date of relevant moderation meetings
 - The name of any teacher/external assessor designated to conduct appeal reviews, as necessary

Access to Post-Results Services and Appeals

The exams officer will process all requests, unless instructed otherwise by the Head of Upper School, the Senior Deputy Head or the Head of College. In these instances a clear reason will be given for not processing the request.

If a candidate wishes to appeal the outcome of a review of marking, the college will only process the appeal if there is convincing evidence to support it, for example a head of department believed the mark scheme has not been applied correctly. Decisions about whether an appeal is appropriate will be made by the Senior Deputy Head in consultation with the Head of Upper School and relevant Heads of Department.

If a candidate is unhappy with any decision made about access to post-results services or support of an appeal, they may put this in writing or e-mail to the Head of College, who will investigate whether all relevant information has been taken into account, and a fair decision made. The Head of College will communicate the findings of this investigation in writing to the candidate and their parents/guardians.

Centre Decisions Relating to Access Arrangements and Special Consideration

All decisions relating to access arrangements and special considerations will be made with reference to the JCQ (AARA, GR, A guide to the special consideration process General and Vocational qualifications).

Decisions relating to access arrangements will be made by the SENCo and communicated with teachers and the Exams Officer.

Decisions relating to Special Consideration requests will be made by the Exams Officer, in consultation with the Head of Upper School.

If a candidate is unhappy with a decision related to Access Arrangements of Special Consideration, they may address this in writing to the Senior Deputy Head, who will investigate whether:

- The JCQ regulations and guidance have been followed correctly;
- All relevant evidence has been taken into consideration; and
- A fair decision has been made based on the above

The Senior Deputy Head will communicate the findings of this investigation in writing to the candidate and their parents/guardians.

Issue and retention of certificates

Certificates are provided by awarding bodies after exam results have been confirmed. Certificates always remain the property of the awarding bodies.

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how St Lawrence College issues exam certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by the Exams Officer.

St Lawrence College will distribute certificates to all candidates without delay and regardless of any disputes. We will not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances. (GR 5.14)

The College will return any certificates requested by the awarding bodies, or follow their instructions relating to certificates, as certificates always remain the property of the awarding bodies. (GR 5.14)

Prior to candidates completing their public exams, the Exams Officer will collect information as to whether candidates intend to return to St Lawrence College to continue their studies in the following academic year.

Candidates not intending to return to The College will be asked to provide a non-school e-mail address, only to be used for the purposes of arranging certificate distribution. Once certificate distribution has been arranged, all e-mail addresses will be deleted from digital storage.

Upon receipt of certificates, the Exams Officer will sort them into envelopes per candidate.

Certificates for candidates who remain at The College will be given to their housemaster/mistress for collection. The housemaster/mistress will ensure that candidates sign a form to confirm that they have received their certificates.

Candidates who have left The College will be contacted via their provided e-mail address to obtain a UK address to which the certificates are to be posted. The Exams Officer will post certificates to these addresses using a tracked and signed for service. The despatch record will be retained by The College.

In cases where no UK address can be provided, the Exams Officer will select an appropriate international service. A despatch record will be obtained and retained by The College.

Candidates may also arrange to collect their certificates in person.

If the candidate does not provide an address, or arrange to collect their certificate(s) in person, the certificate(s) will be stored in the secure exams room for a minimum of one year. They will then be transferred to alternative archive storage, for example in the ducket, until such a time as collection or distribution can be arranged.

Records of issued certificates will be kept in the exams office.

Archiving

It is necessary, for the administration of exams, to hold records relating to candidates. The purposed of this section of the policy is to:

- Identify the types of records held;
- Identify the retention period; and
- Determine the action required at the end of the retention period.

Access arrangement information will be kept by the exams officer and will be returned to AEN Head as records owner at end of the candidate's final exam series.

Attendance registers will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding

Non-exam assessment work (inc. controlled assessment, coursework, portfolios) returned to the centre after awarding body moderation will be returned to subject staff to be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series. This will be returned to candidates or disposed of safely.

Confidential materials delivery logs will be kept for one year and then shredded.

Confidential materials tracking logs will be kept for one year and then shredded.

Dispatch logs will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Exam question papers will be issued to departments 24 hours after the published finish time for the exam, or when all candidates in the centre have completed the exam, whichever is the later.

Exam room incident logs will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Exam stationery which is surplus or obsolete will be shredded.

Examiner reports will be immediately provided to head of department as records owner

Moderator reports will be immediately provided to head of department as records owner.

Overnight supervision information will be retained for JCQ inspection purposes for the relevant exam series and then shredded.

Post Results Services consent and requests in digital or paper form will be kept for one academic year and then deleted or shredded

Post Results Services outcomes will be immediately forwarded to candidates and then deleted.

Private candidate information will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Proof of postage of work for moderation will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Resolving clashes information will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Results information Broadsheets will be retained for a minimum of six years before deletion.

Seating plans will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Special consideration information will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Suspected malpractice information will be kept until any investigation (and appeal if applicable) has been completed, and the outcome shared with the affected parties. This information will then be deleted if digital and/or shredded if hard-copy.

Transferred candidate information will be retained until the transfer arrangements are confirmed by the awarding body and then deleted if digital and/or shredded if hard-copy shredded.

Very late arrival reports/outcomes will be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. These will be disposed of by confidential waste or shredding.

Escalation and Contingency

Escalation process

Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that St Lawrence College has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of exam administration, be absent.

This process confirms the main duties and responsibilities to be escalated.

This process also supports the head of centre, or Head of College, being able to confirm to an awarding body the external governance arrangements, so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of exams and assessments.

Before assessments

Responsibility for ensuring compliance will be escalated to the Senior Deputy Head/Head of Upper School.

Main areas of compliance relate to:

- The agreement between the centre and awarding bodies (GR 3)
- Third party agreements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication
- The responsibility of the centre (GR 5):
- Centre management
- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest

- Controlled assessments, coursework and non-exam assessments
- Security of assessment materials
- National Centre Number Register and other information requirements
- Centre inspections
- Policies available for inspection
- Personal data, freedom of information and copyright (GR 6)

Reference information:

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting exams
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-exam assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process
- Additional JCQ publications for reference:
- JCQ Centre Inspection Service Changes

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to the Exams Officer.

Main areas of compliance relate to:

- The responsibility of the centre (GR 5)
- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including that candidates' work is backed-up and considering the contingency of candidates' work being back-up in the event of IT system corruption and cyber-attacks; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

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

- General Regulations for Approved Centres (5)
- Instructions for conducting exams (1-15)
- Access Arrangements and Reasonable Adjustments (6-8)
- Additional JCQ publications for reference:
- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements

- Information for candidates documents
- Exam Room Posters

During exams/assessments

Responsibility for ensuring compliance will be escalated to the Exams Officer and the Senior Deputy Head/Head of Upper School.

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

Main areas of compliance relate to:

- The agreement between the centre and the awarding bodies (GR 3)
- Retention of candidates' work
- The responsibility of the centre (GR 5)
- Conducting exams and assessments
- Malpractice

Reference information:

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

- General Regulations for Approved Centres (3, 5)
- Instructions for conducting exams (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)
- Additional JCQ publications for reference:
 - Guidance Notes – Very Late Arrival

After exams/assessments

Results and Post-Results

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.18, 5.3)

Responsibility for ensuring compliance will be escalated to the Senior Deputy Head.

Main areas of compliance relate to:

- Results
- Post-results services and appeals
- Certificates

Reference information:

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

- General Regulations for Approved Centres (5)
- Additional JCQ publications for reference:
- JCQ Release of results notice
- JCQ Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Contingency plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam/assessment process at St Lawrence College. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our processes.

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Exams and Assessment) Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted, the JCQ Joint Contingency Plan for the Exam System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to exams (Effective from 1 September 2024).

This plan also confirms St Lawrence College's compliance with JCQ's General Regulations for Approved Centres (GR 5.3) that the centre has in place for inspection that must be reviewed and updated annually:

- a written contingency plan which covers all aspects of exam/assessment administration and delivery

Contingency arrangements

This plan is in accordance with the regulations (GR 3.17-19), stating that St Lawrence College must have an up to date written contingency plan, and that the contingency plan must cover all aspects of exam/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to exam/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

the head of centre, relevant senior leader(s) with oversight of exam and assessment administration, SENCo (or equivalent role), exams officer or any other key staff essential to the exam process being absent at a critical stage of the exam cycle;

the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable; and

potential issues with the centre's IT systems.

As part of the contingency plan the centre must identify an alternative site if exams cannot be conducted at the registered address.

St Lawrence College must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

St Lawrence College 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. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

National Centre Number Register and other information requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that St Lawrence College 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.

Head of centre absence at a critical stage of the exam cycle

Where the head of centre may absent at a critical stage of the exam cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Possible causes of disruption to the exam process

Exam officer extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption

The Senior Deputy Head/Head of Upper School will:

- Contact relevant exam boards to ensure that covering staff have access to online platforms for administration of exams.
- Share planning information at HOD meetings and ensure staff sign off entries.
- Liaise with HR about the recruitment, training and availability of invigilators.
- Ensure facilities are aware of exam timetable, and have Taylor Hall and other venues set up in good time.
- Contact lead invigilators to ensure all exam rooms comply with JCQ regulations.
- Ensure all inbound and outbound exams post is dealt with in accordance with JCQ regulations.

The Academic Administrator will:

- Download basedata and create entry and amendment files on iSAMS as necessary and submit these to exam boards via A2C.
- Use A2C to receive results files and upload these to iSAMS.
- Notify all students that results will be publish on Pupil Portal, and ensure all students have access to this.
- Liaise with IT to ensure that pupils can access iSAMS and e-mails from overseas.
- E-mail results slips when requested.

SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption

The Head of AEN will be deputised as SENCo.

Experienced teaching staff will assist with AEN teaching and planning.

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Centre actions to mitigate the impact of the disruption

The exams officer will liaise with Heads of Departments (or other members of departmental staff in the case of HoD absence) regarding entries

The Senior Deputy Head/Head of Upper School will arrange for specialist external staff to cover where necessary.

The Academic Administrator will arrange for internal staff to cover if appropriate.

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 and invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

Internal staff to be trained and used when timetabled for cover.

Lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

The Exams Officer is unable to identify sufficient/appropriate rooms during exams timetable planning, insufficient rooms are available on peak exam days or the main exam venues are unavailable due to an unexpected incident at exam time.

Centre actions to mitigate the impact of the disruption

The Sports Hall will be used in the event Taylor Hall is unavailable. Alternative classrooms could be booked.

In the event the whole site is unavailable, pupils will be kept under supervision and transported to Royal Harbour Academy to sit exams when rooms are available.

Failure of IT systems

Criteria for implementation of the plan

IT system corruption affecting candidates' work; MIS system failure at final entry deadline, during exams preparation or at results release time; power outage immediately prior to or during an on-screen test; power outage affecting the projection of exam hall information.

Centre actions to mitigate the impact of the disruption

The Exams Officer will:

- Contact Exam Boards in the event of MIS/A2C failure.
- Make entries before the deadline to allow for MIS failure.
- Set exams laptops to automatically back-up word processed scripts every 5 minutes
- Contact exam boards to make a full report if an exam is disrupted due to IT failures

Cyber – attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery.

Centre actions to mitigate the impact of the disruption

All staff will:

- Complete cyber security training annually.
- Use multi-factor authentication where available.

The Exams Officer will:

- Contact exam board as required.
- Contact alternative site (Royal Harbour Academy) to access secure sites for secure downloads, results and post-results services.
- With permission from exam boards, arrange for exams to be taken at an alternative site, if a cyber-attack renders it impossible to run exams at the centre.

The Data Protection Officer will inform parents, pupils and staff by any available means.

The IT Manager will:

- Recover as much work as possible.

- Secure all areas of the network as soon as possible.

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

The Head of College will request support from local schools.

The Exams Officer will communicate with relevant awarding organisations and exam boards.

Candidates unable to take exams – centre remains open

Criteria for implementation of the plan

Candidates are unable to attend the exam centre to take exams as normal because of a crisis.

Centre actions to mitigate the impact of the disruption

The Exams Officer will:

- Move the start time of the exam within the JCQ timeframe.
- Keep student(s) under supervision until they can get to the centre and fill out a Very Late Arrival form.
- If candidate(s) cannot sit the exam, submit special consideration.
- Communicate changes with relevant awarding organisation and exam boards.

Centre unable to open as normal during the exams period (including centre being unavailable for exams owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled exams.

Centre actions to mitigate the impact of the disruption

If the disruption is short term, candidates will be kept under supervision until the centre can re-open for a late start.

If the disruption is longer term, exams will be taken at Royal Harbour Academy, with pupils remaining under supervision until a room becomes available.

The Exams Officer will:

- Inform staff, parents and pupils.
- Communicate with relevant awarding organisations and exam boards.
- Submit special consideration requests as appropriate.

Disruption in the distribution of exam papers

Criteria for implementation of the plan

Disruption to the distribution of exam papers to the centre in advance of exams

Centre actions to mitigate the impact of the disruption

The Exams Officer will:

- Communicate with relevant awarding organisations and exam boards.
- Download digital copies of papers to print if necessary

Delay in collection arrangements for completed exam scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed exam scripts/assessment evidence

Centre actions to mitigate the impact of the disruption

The Exams Officer will:

- Keep scripts in the secure store until collection can be arranged.
- Communicate with relevant awarding organisations and exam boards.
- Look at alternative delivery/collection options.

Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

The Head of College will:

- Communicate with relevant awarding organisation and exam boards.
- Communicate with Staff, Parents and Students via parent portal system.
- Arrange for the use of internal assessment data, if possible.

Centre unable to distribute results as normal

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 actions to mitigate the impact of the disruption

The exams officer will:

- Communicate with relevant awarding organisation and exam boards.
- Access results and post-results services from an alternative site (Royal Harbour Academy), with agreement from awarding bodies.
- Communicate with Staff, Parents and Students via parent portal system, email, Teams or post.

Appendix 1 – NEA Timelines and Appeal Fees

Board	Subject	Level	Mark to Students	Student Appeal Deadline	Mark to Exam Board
AQA	Art and Design	A-Level	10/05/2026	17/05/2026	31/05/2026
AQA	Art and Photography	A-Level	10/05/2026	17/05/2026	31/05/2026
AQA	Design and Technology	A-Level	24/04/2026	01/05/2026	15/05/2026
AQA	Geography	A-Level	24/04/2026	01/05/2026	15/05/2026
AQA	History	A-Level	24/04/2026	01/05/2026	15/05/2026
EDUQAS	Media Studies	A-Level	24/04/2026	01/05/2026	15/05/2026
EDUQAS	Music	A-Level	24/04/2026	01/05/2026	15/05/2026
OCR	Biology	A-Level	24/04/2026	01/05/2026	15/05/2026
OCR	Physics	A-Level	24/04/2026	01/05/2026	15/05/2026
PEARSON	Chemistry	A-Level	24/04/2026	01/05/2026	15/05/2026
PEARSON	English Lit.	A-Level	24/04/2026	01/05/2026	15/05/2026
AQA	Art and Design	GCSE	10/05/2026	17/05/2026	31/05/2026
AQA	Design and Technology	GCSE	16/04/2026	23/04/2026	07/05/2026
CIE	Geography	GCSE	27/03/2026	03/04/2026	26/04/2026
CIE	History	GCSE	27/03/2026	03/04/2026	26/04/2026
EDUQAS	Music	GCSE	16/04/2026	23/04/2026	07/05/2026
EDUQAS	Drama	GCSE	16/04/2026	23/04/2026	07/05/2026
PEARSON	English Language	GCSE	16/04/2026	23/04/2026	07/05/2026
PEARSON	English Literature	GCSE	16/04/2026	23/04/2026	07/05/2026
PEARSON	Physical Education	GCSE	16/04/2026	23/04/2026	07/05/2026

Appendix 2 – Post Results Services Information

The following is a template of information to be sent to parents and pupils regarding Post-Results Services:

Dear (Student),

As we near the end of exam season, we now turn our attention to the receipt and distribution of results, which will be available on (Insert Date). You will be able to access these by 8:30am (British Summer Time) via Pupil Portal, or you may prefer to come to school to receive a print-out of your results. Staff members will be available for guidance and discussion, either in-person or by telephone.

Please let us know whether you intend to access your results at school or via Pupil Portal by completing this form: <https://forms.office.com/e/Hiygsycb0v> which also asks for your e-mail address to arrange for the distribution of certificates, which we should receive in the middle of November.

If, upon receiving your results, you feel you would like to have any of your papers reviewed, exam boards have options, known as post-results services. They are:

- **Service 1: Clerical re-check:** This service ensures that all parts of the paper have been marked, and that the marks have been totalled and recorded correctly.
- **Service 2: Review of Marking:** This includes the above, but additionally checks that the mark scheme has been applied correctly.
- **Priority Service 2:** As above, but with an earlier request submission deadline, and a responsibility for the awarding body to complete the review within 15 days (this is only available for Level 3 courses).

Requests for these services are made through school, but only if you ask and give written permission. Staff will be able to advise if they feel any of these services would be appropriate.

We strongly advise all students to initially request access to their completed scripts (a free service) and seek advice from a teacher before submitting requests for any other post-results query.

I attach a list of charges for these services for the various exam boards. Please note that these fees are per paper, not per subject. The fees will be refunded by the Awarding Bodies if a student's overall grade changes as a result of the review. It is important to note that the mark may increase, decrease or remain unchanged.

Cambridge International Education (CIE) - iGCSE (Geography, History, EAL and Business)		
Service	iGCSE	IGCSE with access to script
1 Clerical re-check	£24.40	£53.20
2 Review of marking	£56.65	£85.45

Other exam board fees to be added when available.