



Blanche Nevile School

Examination and Assessment Policy

This policy will be reviewed in full by the Governing Body on a three-year basis (or more frequently if there are changes in protocol)

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Named Officers and Key Holders

Named Exam Officer: Karen Nelson

Named Head of Centre: Laila Doobeh & Kathryn McCarthy (Co-Headteachers)

Named **Exam ‘Secure Room Only’** Key holders:

Karen Nelson

Laila Doobeh (Co-Headteacher)

Deborah Lissowski (joint School Business Manager)

Julia Chalfen (joint School Business Manager)

Tracey Geach (Administration Officer)

Julia Szelke (Administration Officer)

Named **Exam Safe** Key holders:

Karen Nelson

Laila Doobeh (Co-Headteacher)

Deborah Lissowski (joint School Business Manager)

Amendments made since policy ratification:

7th November 2023

- Exam board phone numbers added into policy
- Page 5: 'Conflicts of Interest Policy' (*extract from The SchoolBus Exams Policy*) added
- Page 14: "SLT to nominate a deputy to cover a role/task" changed to "The Head of Centre and Deputy Head will cover all key tasks and they will nominate any relevant roles and tasks to the named examination safe key holders"

6th December 2023: JCQ Checklist introduced

1st May 2024: Deborah Lissowski added to named exam safe key holders (*confirmed by JCQ email*)

6th June 2024: Appendix 4 added (*Access Arrangements for Examinations: Word Processors/Tablets*)

18th June 2024: Changed Helen Taylor (Headteacher) to Laila Doobeh (Acting Headteacher)

September 2024: Changed Laila Doobeh (Acting Headteacher) to Karen Khwaja (Interim Headteacher)

21st July 2025: Appendix 6 added: Withdrawal of Qualification (Signature)

September 2025: Changed Karen Khwaja (Interim Headteacher) to Jo Davey (Interim Headteacher)

March 2026: Changed Jo Davey (Interim Headteacher) to Laila Doobeh & Kathryn McCarthy (Co-Heads)

16th March 2026: Keyholders for Exam Secure Room and Exam Safe key holders' names updated

Registration & Certification Policy

Aim:

1. To register individual learners to the correct programme within agreed timescales
2. To claim valid learner certificates within agreed timescales
3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Blanche Nevile School will:

- Register each learner within the awarding body requirements
- Register each learner on the appropriate programme code, before any assessment activity is completed
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

Please note - Learners should be registered with all Examination Boards on the appropriate programme code, before any assessment activity is completed.

Assessment

Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals

- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Annually provide samples for National Standards Sampling (NSS) as required by the awarding body
- Monitor NSS reports and undertake any remedial action required
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Ensure that the procedures above will be completed for each assessment relating to the qualifications we are planning to offer.

Assessment Malpractice

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the **Head of Centre** and all personnel linked to the allegation
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgement made
- Document all stages of any investigation.

Examples of malpractice by learners may include:

- Plagiarism of any nature; including the use of AI
- Collaborative work submitted as individual learner work
- Copying
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in assessment/examination/test.

Definition of malpractice by centre staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Conflicts of Interest Policy (Examinations)

Conflicts of interest will be managed by informing the awarding bodies, before the published deadline for entries, of:

- Any members of staff who are taking qualifications at the school which include internally-assessed components or units
- Any members of 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. child, for qualifications which include internally assessed components or units.

Records will be maintained of all instances where:

- Staff involved in examinations have members of their family, close friends or their immediate family being entered for examinations and assessments either at the school itself or other examination centres.
- Staff are taking qualifications at their school which do not include internally assessed components or units.
- Staff are taking qualifications at other centres.

The headteacher will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Controlled Assessment Policy

1. It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the exam boards.
2. The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place.
3. The Controlled Assessment may take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high-level controlled assessment is taking place.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
7. All assessment materials must be locked in a suitable secure cabinet/safe at the end of each session.
8. Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 7 above.
9. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
10. For long absences, special consideration should be applied for.
11. Entries for controlled assessment must be made at the appropriate time.
12. Attendance records from assessment sessions should be kept by the class teacher.
13. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
14. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.

15. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessment.
16. If suspected malpractice occurs, the Exams Officer must be informed.
17. If a student's work is lost within the school, this must be reported to the exam board.
18. Authentication forms must be signed by the teachers and candidates.
19. Access arrangements do apply to controlled assessment.
20. The assessment marks must be submitted to the exam board by the appropriate date.
21. Candidates' work must be securely stored as in 7 above until all results have been verified.
22. Re-sits of controlled assessment may be allowed in the next exam session.
23. After the results are published it may be possible to request a re-moderation of the work.

Examinations

Aim:

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

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

This exam policy will be reviewed by the Head of Centre, Deputy Head and the Examination Officer.

1. Exam Responsibilities

Head of Centre - Headteacher

Overall responsibility for the school as an exam Centre:

The Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Examination Officer

Manages the administration of public exams:

- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Provides and confirms detailed data on estimated entries where appropriate
- Receives, checks and stores securely all exam papers and completed scripts

- Makes applications for special consideration using the *JCQ Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- Identifies and manages exam timetable clashes
- Accounts for income and outgoings relating to all exam costs/charges in conjunction with business manager
- With subject leaders, submits candidates' coursework/controlled assessment marks, forwards returned coursework/controlled assessment and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams
- Posting of exam papers/coursework.

Subject Leaders

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of coursework/controlled assessment mark sheets and declaration sheets
- Accurate completion of entry data with adherence to deadlines as set by the Examination Office
- Notification of access arrangements (as soon as possible after the start of the course)
- Submission of candidate names to Examinations Officer.

Senior Leadership Team (in both Departments)

- Identification and testing of candidates' requirements for access arrangements
- Provision of additional support e.g. Communication Support Workers and other resources as needed to help learners achieve their course aims

Lead invigilator/invigilators

- Collection of exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office

Candidates

- Checking exam entries and notifying the Exams Officer of any errors or omissions
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework/controlled assessment as their own where appropriate.

2. The Statutory Tests and Qualifications Offered

The statutory tests and qualifications offered at this Centre are decided by the Headteacher in consultation with the Senior Leadership Team.

The statutory tests and qualifications currently offered are Unit Award Skills, Entry Level Certificates,

Functional Skills, Cambridge National, Signature Awards and GCSEs. However, qualifications may vary from year to year.

The subjects offered for these qualifications in any academic year may be found on the Centre's website.

At Key Stage 4 all candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

At Post-16 (where relevant) students follow courses that are appropriate to their needs.

3. Exam Seasons and Timetables

Exam Seasons

- External exams are scheduled in May/June, or at other times as directed by the awarding body which exam series are used in the Centre is decided by the subject leader.

Timetables

- The Exams Officer will circulate the exam timetables once these are confirmed.

4. Entries, Entry Details, Late Entries and Retakes

Entries

- Candidates are selected for their exam entries by the subject leaders
- A candidate or parent/carer can request a subject entry, change of level or withdrawal from the Headteacher
- The Centre does not accept entries from external candidates.

Late Entries

- Entry deadlines are circulated to Subject Leaders via email
- Late entries are authorised by the Subject Leader and Exams Officer.

Retakes

- Retake decisions will be made in consultation with the candidates, subject teachers, Exams Officer and Headteacher.

5. Exam Fees

All examination registration and entry exam fees are paid by the Centre.

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

Candidates must pay the fee for an enquiry about a result, should the examining board uphold the

enquiry and it results in a grade change, the fee will be refunded. (See also section 11.2: Enquiries about results [EARs])

6. The Equality Act, Special Needs and Access Arrangements

Equality Act

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

Access Arrangements

- Making special arrangements for candidates to take exams is the responsibility of the Examinations Officer and Exams Access Assessor
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Access Assessor and Head of Centre
- Rooming for access arrangement candidates will be arranged by the Senior Team with the Exams Officer
- Invigilation and support for access arrangement candidates will be organised by the Leadership Team with the exams officer.

7. Estimated Grades

The Subject Leads will submit estimated grades to the Exams Officer when requested by the Exams Officer.

8. Managing invigilators and Exam Days

The Senior Team and Exams Officer will be responsible for training staff to invigilate examinations.

The lead invigilator will start all exams in accordance with JCQ guidelines. In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Leaders at the end of each exam session.

9. Candidates, Clash Candidates and Special Consideration

Candidates

- The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times
- Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage
- Disruptive candidates are dealt with in accordance with JCQ guidelines
- Permitting candidates who arrive after the start of an exam to enter the exam room and sit the exam is at the centre's discretion
- Candidates are aware of what will or won't happen should they arrive late

- Staff involved in the exams process understand how this will be managed at the time of the exam
- The centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)
- Food and drink may be allowed in the examination room at the discretion of the head of centre. However, this is on the condition that any food or drink brought into the examination room, whether by the candidate or the centre, is free from packaging and all labels are removed from drink containers
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them
- The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

Clash Candidates

- The Exams Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

Special Consideration

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's or their parent/carers responsibility to alert the Centre, or the exam invigilator, to that effect
- Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor
- The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Coursework/Controlled Assessment and Appeals against Internal Assessments

Coursework / Controlled Assessment

- Candidates who have to prepare portfolios should do so by the end of the course or Centre-defined date
- Subject Leaders will ensure all coursework/controlled assessment is ready for dispatch at the correct time and the postal administrator will keep a record of what has been sent when and to whom by use of Certificates of Posting
- Marks for all internally assessed work are provided to the Exams Office by the Subject Leaders and are sent to the examining boards as requested.

Appeals against Internal Assessments

- The Centre is obliged to publish a separate procedure on this subject, which is available from the Exams Office. The main points are:
 - Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded

- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing to the Headteacher, who will decide whether the process used conformed to the necessary requirements
- The Headteacher's findings will be notified in writing, copied to the Exams Officer and recorded for Awarding Body Inspection.

11. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

Results

- Candidates will receive individual results slips on results days in person at the Centre or by post to their home addresses
- Arrangements for the school to be open on results days are made by the Head of Centre
- The provision of staff on results days is the responsibility of the Head of Centre.

EARs

- EARs may be requested by candidates or Centre staff if there are reasonable grounds for believing there has been an error in marking. Fees must accompany the request.

ATS

- After the release of results, candidates may ask the Exams Officer to request a photocopy of the script, subject to examining board deadlines; the fee must accompany the request
- On return of the photo-copied script, the Exams Officer, Teaching Staff and Headteacher may offer advice on a re-mark of the script
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained
- GCSE re-marks cannot be applied for once a script has been returned.

12. Certificates

- Certificates are presented in person and posted
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so
- Certificates may be withheld from candidates who owe fees
- A transcript of results may be issued if a candidate agrees to pay the costs incurred
- The Centre retains certificates for six years.

Examination Contingency and Adverse Effects

Aims of the Examination Contingency and Adverse Effects Policy

The Examination Contingency and Adverse Effects Policy is designed to ensure a consistent and effective response in the event of major disruption to the examination system affecting significant numbers of candidates across several awarding organisations. All awarding organisations are required to have their own well established contingency plans in place to respond to such disruptions and these have been implemented already on numerous occasions. This Examination Contingency and Adverse Effects Policy takes into account these processes and procedures and is designed to complement them, not replace them.

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The contingencies applied will be selected based on the context of the disruption and have been implemented on several occasions in response to localised issues. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

- Delivering assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

If the usual contingencies are no longer sufficient to maintain these outcomes, an identified Crisis Management Team consisting of representatives of all organisations involved will be convened by Ofqual to agree the additional actions required.

The national examination timetable applies to Functional Skills, ELCs, GCSEs, AS levels, A-levels and Principal Learning.

Communications

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response across the agencies involved. This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

Details of whether specific contingencies have been agreed across organisations will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders: www.ofqual.gov.uk

The organisations involved in this Examination Contingency and Adverse Effects Policy are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams
- contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate

Exam Officer extended absence at key points in the exam process (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 and trained.

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, exam timetabling, rooming allocation; and invigilation schedules not prepared

- 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 e.g. very late arrival, suspected malpractice, special consideration
- Candidates' scripts not dispatched as required to awarding bodies.

Results and Post Results

- Access to examination results affecting the distribution of results to candidates
- The facilitation of the post-results services.

Centre actions:

- The Head of Centre and Deputy Head will cover all key tasks and they will nominate any relevant roles and tasks to the named examination safe key holders
- Source alternative venues/facilities

Head of Centre or Deputy Head Absence

In the event of the Head of Centre being absent during examinations, the Deputy Head (who has oversight of examination administration) will deputise, and vice versa.

Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

School IT system cannot be used due to a cyber security attack.

Centre actions:

- SIMS is backed up weekly and all data is held on Fortismere IT system
- Centre to use Mainstream Partner School's IT systems
- Access to this information will be provided to the Exams Officer.

Centre unable to open as normal during the exams period

Criteria for implementation of the plan: Centre unable to open as normal for scheduled examinations

Centre actions:

- Centre to inform awarding organisation of examinations to be affected
- Centre to use Blanche Nevile Primary school site

Disruption of teaching time – we are closed for an extended period

Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students as usual for examinations.

- In the case of modular courses, we may advise candidates to sit examinations in an alternative series
- We will follow DFE guidance on emergency planning, with advice on severe weather. This is available on the Department for Education website:
www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severeweather

Disruption in the distribution of examination papers

- Awarding organisations to provide us with electronic access to examination papers via a secure external network. Awarding organisations to fax examination papers to us if electronic transfer is not possible
- The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions
- Awarding organisations to source alternative couriers for delivery of hardcopies.

Candidates unable to take examinations because of a crisis - centres remain open

- We will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations
- We will offer candidates an opportunity to sit any examinations missed at the next available series
- We will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply. JCQ guidance on special consideration can be accessed through the JCQ website: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-andguidance

We are unable to open as normal during the examination period

- Inform Awarding Organisation which examinations are due to be taken as soon as possible
- Headteacher is responsible for taking advice or following instructions from relevant local or national agencies in deciding whether they are able to open
- We will open for examinations and examination candidates only, if possible
- We will use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- We may offer candidates an opportunity to sit any examinations missed at the next available series
- We will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

Disruption to the transportation of completed examination papers

- In the first instance we will seek advice from awarding organisations and normal collection agencies regarding collection. We will not to make our own arrangements for transportation without approval from awarding organisations
- We will ensure secure storage of completed examination papers until collection.

Assessment evidence is not available to be marked

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Candidates to retake affected assessment at subsequent assessment window.

We are unable to distribute results as normal

We will contact awarding organisations about alternative options:

- Make arrangements to access its results at an alternative site
- Make arrangements to coordinate access to post results services from an alternative site
- Share facilities with other centres if this is possible

Examination Internal Verification

Aim:

- To ensure that IV is valid, reliable and covers all assessors and programme activity
- To ensure that the IV procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements
- Plan an annual internal verification schedule, linked to assignment plans
- Define, maintain, and support effective internal verification roles
- Ensure that identified staff will maintain secure records of all internal verification activity
- Brief and train staff of the requirements for current internal verification procedures
- Promote internal verification as a developmental process between staff
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

Examination Appeals/Complaints

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the awarding body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

Appendix 1

Escalation Process

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to a member of the Senior Leadership Team.

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

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes
- Policies
- Information for candidates – Privacy Notice

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)
- Personal data, freedom of information and copyright

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to a member of the Senior Leadership Team.

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

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work
- Guidance Notes – Centre Consortium Arrangements
- Candidate information
- Information for candidates documents
- Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to a member of the Senior Leadership Team.

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

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to a member of the Senior Leadership Team.

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

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice
- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

Appendix 2

Whistleblowing Policy (Exams)

Introduction

Whistleblowing at Blanche Nevile is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The Head of Centre and Governing Body at Blanche Nevile aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**¹, Blanche Nevile will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures**² and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*³.

This policy sets out the whistleblowing procedures at Blanche Nevile.

The Headteacher is responsible for handling any cases of whistleblowing and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators

¹ Reference www.jcq.org.uk/exams-office/general-regulations/

² Reference www.jcq.org.uk/exams-office/malpractice/

³ Reference www.jcq.org.uk/examination-system/imc-home/

- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Blanche Nevile fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Headteacher.

However, there may be times when it may be more appropriate to refer the issue directly to the Chair of Governors, most often when the allegation is against the Head of Centre.

Examples of malpractice

In addition to the school-wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure⁴ to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

⁴ Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)⁵ offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights⁶. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent.

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it⁷.

Alternatively, a worker could consider making a disclosure to Ofqual⁸ as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'⁹. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

Students at Blanche Nevile are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

⁵ Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents

⁶ Reference <https://protect-advice.org.uk/pida/>

⁷ Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/

⁸ Reference www.gov.uk/guidance/ofquals-whistleblowing-policy

⁹ Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

Appendix 3

Blanche Nevile School

Emergency evacuation procedure for examinations | January 2023

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should be made to the following document:

<https://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats>

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

Exit plan:

- Exit via nearest exit
- Assembly Point: Basketball Court
- Invigilator to ensure that candidates do not mix with other students whilst assembling

Appendix 4

Access Arrangements for Examinations: Word Processors/Tablets

Word processors/tablets in exams will be granted to students for whom they are the normal way of working within the centre. This means that within usual lessons, the student uses a word processor/tablet for the majority of their class work, and in class tests, assessments and mock exams. The word processor/tablet must have spell-check, grammar-check and predictive text functions switched off.

Students who might use a word processor/tablet in lessons include those with specific difficulties or needs, for example:

- a visual impairment
- a physical disability
- a medical condition
- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- difficulties with planning and organisation when writing by hand, which improves significantly when using a word processor

Word processors/tablets cannot be granted to students because they decide prior to the exam that they would prefer to type, or because they use a word processor/tablet at home.

Appendix 5

Examination Board Contact Numbers

AQA	0800 197 7162
OCR	0122 355 3998
Pearson	0344 463 2535
Signature	0191 837 901
WJEC	0292 026 5000

Appendix 6

Withdrawal of Qualification Statement (Signature Examinations)

Name of Centre: Blanche Nevile School

Definition

Withdrawal of qualification is when a centre ceases to deliver the Signature qualifications they have previously been approved for. This could be because the centre closes or can no longer deliver the Signature qualifications.

Policy Statement

- We understand that candidates enrolled at our centre must have the opportunity to complete the qualification they are enrolled for.
- If we, as a centre find that we cannot deliver the qualifications, we are approved to offer and have candidates that are enrolled who have not yet completed, we must ensure that we inform Signature.
- Where possible we will find alternative arrangements for candidates to complete their assessments/qualifications.
- If we are unable to find alternative arrangements for candidates to complete their assessments/qualifications, we will notify Signature.