

WOLGARSTON HIGH SCHOOL

Staffordshire

Examinations

*(incorporating Emergency Evacuation,
Malpractice in Examinations,
Non-Examination Assessments &
Examinations Contingency Plan)*

A Statement of Policy

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Readability Score: 21-22 years

Amendments

2020 - JTR
2021 - SCM
2022 - SCM
2023 - SCM
2024 - SCM

Purpose

This policy is in accordance with, and supports and underpins, the rules and regulations for the conduct of examinations issued by Joint Council for Qualifications (JCQ).

The purpose of the Examination Policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates;
- to ensure that the requirements of individual examination boards are properly adhered to;
- to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

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

This Examination policy will be reviewed annually by the Head of Centre (Headteacher), the school's Senior Leadership Team (SLT) and Examinations Officer.

There is a separate contingency plan, written by the SLT and Examinations Officer, detailing processes in place should the Examinations Officer be absent during crucial examination periods.

Examination Responsibilities

Head of Centre (Headteacher)

Overall responsibility for the school as an examination Centre, BTEC and ASDAN provider:

- advises on appeals and re-marks;
- 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 and Wolgarston High School's policy Malpractice and Procedures in Examinations and Assessment.)

Examinations Officer

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

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards;
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations 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 examination timetable that will affect them;

- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- provides and confirms detailed data on estimated entries as required by the awarding body;
- receives, checks and stores securely all examination papers and completed scripts;
- administers access arrangements and 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 examination timetable clashes;
- accounts for income and expenditures relating to all examination costs/charges;
- line manages the senior examination invigilator in organising the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of examinations;
- submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- maintains systems and processes to support the timely entry of candidates for their examinations;
- displays notices for candidates.

School Leadership – Deputy Head

Prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made, and:

- advises the SLT, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards;
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations 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 examination timetable that will affect them.

Subject/Faculty Leaders

Provision of guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries, including:

- involvement in post-results procedures;
- accurate completion of coursework mark sheets and declaration sheets;
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer;

- prepare and present reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.

Teachers

- will be notified of access arrangements (as soon as possible after the start of the course), by the Special Educational Needs & Disability Co-ordinator (SENDSCO);
- are responsible for the submission of candidates' names to Subject/Faculty Leaders.

Special Educational Needs & Disability Co-ordinator

Responsibility for:

- administration of access arrangements;
- identification of candidates, who require assessment for access arrangements;
- provision of additional support (with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment, speech and communication difficulties) to help candidates achieve their course aims.

Senior Examinations Invigilator

- ensure collection of examination papers and other material from the examinations office before the start of the examination;
- ensures that all examinations are conducted following examination board guidelines;
- collection of all examination papers in the correct order at the end of the examination and their return to the examinations office;
- recruitment of examination invigilators;
- training of examination invigilators;
- timetabling of examination invigilators.

Candidates

- Confirmation and signing of entries;
- understanding coursework and BTEC regulations and signing a declaration that authenticates the coursework/assignments as their own;

It is the responsibility of the candidate to arrive fully equipped for all examinations.

ASDAN Roles and Responsibilities

The Centre Co-ordinator

Centre Co-ordinators are responsible for ensuring both that the qualification runs smoothly and that ASDAN's requirements for continuing approval are met. It is assumed that staff involved in delivering learning and assessing performance are either experienced teachers/trainers and assessors, or are supported by staff who have appropriate expertise. The Co-ordinator's role may include advising and supporting tutors and assessors, processing registration and assessment information, monitoring assessment practice, and liaising with EQAs and with ASDAN, as necessary. If the centre has an Examinations Officer, the Co-ordinator may also need to work closely

with them to register candidates.

The Internal Moderator (IM)

Portfolios cannot be submitted for External Moderation without evidence that internal checking has taken place. Internal Moderators must satisfy ASDAN of their experience and qualifications. They will be suitably qualified and/or experienced as teachers, assessors or moderators/verifiers (ENTO V1 & V2 or similar assessor qualifications). Appropriate support and training will be provided for new or inexperienced moderators. Internal moderation may be carried out by one person, however, this person cannot be the IM.

Internal Moderators are responsible for providing support and advice to assessors and for monitoring their work practice. This is to ensure that there is a consistent and standardised approach to assessment across the centre. In doing this, they are expected to:

- ensure that assessors have a good understanding of the assessment principles of the qualification(s)
- help identify and meet training and development needs of assessors
- sample a range of candidates' portfolios to review the quality of assessor judgements
- check and sign off candidate Assessment Checklists/Summative Assessment records
- sign off candidate record sheets
- give feedback to assessors and deal with any disputes/appeals
- bring assessors together to undertake standardisation exercises

The Assessor

Assessors have responsibility for assessing candidates' evidence against the criteria contained in the qualification standards/specifications. Assessors should be experienced and/or qualified as teachers, trainers or assessors (e.g. ENTO A1 & A2) with knowledge and understanding of the context of the qualification/s.

Assessors should be familiar with the aims and general content of all the qualification units and should have a detailed knowledge of the standards/specifications for those units which they assess. They should have a proper understanding of the level at which they are assessing and be aware of the content of the units below and above that level.

The assessor's role is to:

- ensure that candidates understand the standards/specifications and requirements
- keep formative assessment records
- make judgements as to whether evidence being presented is valid, sufficient and reliable
- give feedback to candidates
- confirm and authenticate information supplied in the Assessment Checklists, Unit Transcripts (Personal Progress) and/or Candidate Records
- meet with other assessors and the internal moderator in order to compare and agree standards

The Candidate

- Candidates should be encouraged and assisted in playing an active role in: agreeing targets where appropriate and arrangements for developing skills, knowledge and understanding
- reviewing their learning with their tutor/supervisor
- identifying opportunities for evidence generation and assessment
- collecting and presenting evidence of their achievements
- reviewing progress with their tutor/supervisor
- listing their evidence on Assessment Checklists
- completing appropriate recording sheets

The Statutory Tests and Qualifications Offered

The statutory tests and qualifications offered at this Centre are decided by the Head of Centre and the SLT.

The statutory tests and qualifications offered are: GCSE, GCE A2 Level ASDAN and BTEC.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed by **1 March annually**.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the candidate, parent/carer, SENDCO, subject teacher, Subject/Faculty Leader and is subject to approval by the SIG (School Inclusion Group).

At Key Stage 3

All candidates will take English, Mathematics, Science, Modern Foreign Languages, Humanities, Food, Graphics, Music, Physical Education, Computer Science, Art, PHSE, RE Careers and Citizenship

At Key Stage 4

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

Examination Seasons and Timetables

Examination Seasons

Internal exams are scheduled by the Deputy Headteacher. In 2020/2021 they take place in December and March for Year 11, with a limited number of exams for Year 10 during June. Year 12 exams take place in June and Year 13 exams take place in March. All internal exams are held under external examination conditions.

External examinations are scheduled as per examination board notification.

Entries, Entry Details and Late Entries

Timetables

- Once confirmed, the Examinations Officer will circulate the examination timetables to all candidates.

Entries/Late Entries

- Candidates are selected for their examination entries by the Subject/Faculty Leaders and the subject teachers;
- candidates, or parents/carers, can request a subject entry, change of level or withdrawal;
- the Centre does not normally accept entries from external candidates and to change this would require approval from the Head of Centre;
- entry deadlines are circulated to Subject/Faculty Leaders by the Examinations Officer;
- late entries are authorized by Subject/Faculty Leaders.
- The exams officer will conduct administration checks of entries to ensure no input errors have been made.

BTEC Registration and Certification

- To register individual learners to the correct programme within agreed timescales
- to claim valid learner certificates within agreed timetables
- 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
- Register each learner within the awarding body requirements
- Provide a mechanism for program 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.

ASDAN Registration and Certification

- Candidate registration and requests for moderation for ASDAN qualifications are
- completed together, via the relevant 'My Courses' page within the members area of the website, www.asdan.org.uk
- The candidate registration fee covers the administrative costs of registering the candidate for the qualification, co-ordination of moderation, awarding and certification, and is payable in full each time a candidate is submitted for moderation.
- For CoPE and AoPE, the registration of candidates includes ordering a mandatory student book at the relevant level for each candidate. We will therefore register candidates as early as possible in order that student books can be supplied to by ASDAN centres (**names are not required until candidates are ready for external moderation**).
- When registering candidates, we will indicate the planned moderation window for the candidates being registered.
- ASDAN will contact the centre to arrange the moderation date and will raise the candidate registrations invoice.
- We will submit candidate names for moderation, via the Tutor Portal area of the ASDAN website, before 31st October, for moderation in the current academic year.

Certificates are awarded to candidates who have successfully achieved the standard in the appropriate assessment(s):

- Qualification certificate – when the qualification has been achieved.
- Credit certificate – when units have been achieved, but not a full qualification.
- Credit Transcript - a document called a Credit Transcript will be provided with the certificate when there is prior achievement, listing all the units the candidate has achieved in order to gain the qualification, together with the unit levels and credit values. It will show the details of any credit transferred from other units and any exemptions. Certificates are issued to successful candidates by the centre. ASDAN will despatch certificates to the centre within 20 working days of the receipt of confirmation of achievement from the External Moderator or the moderation meeting (in the case of CoPE and AoPE), and sent together with a database printout of the result.

Examination Fees

The Centre will pay all normal examination fees on behalf of candidates. Late entry or amendment fees are paid by departments.

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

Students wishing to retake any examinations must have authorisation and guidance from Subject/Faculty Leaders. All retakes must be paid for by the student.

Withdrawal Statement

Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn including:

- qualification no longer meets the needs of the students
- lack of demand for the qualification
- revision of a level assigned to a qualification
- qualification no longer meeting regulatory requirements
- qualification subject matter is no longer relevant
- units and qualifications are owned by other awarding organizations who have decided to withdraw.
- lack of funding

Qualification withdrawal process

Decision to withdraw

All current qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires.

They will consider entry data, attainment levels, qualification relevance and regulatory changes. In the event that a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the Head.

Managing the Withdrawal

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work.

The plan will:

- specify how the interests of learners in relation to the qualification will be protected.
- detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, centers and learners, providing details of all deadlines including the last date for accepting entries and the last date for certification.

ASDAN Courses

In the event withdrawal of a qualification, we will take all reasonable steps to protect the interests of the candidates. We will inform ASDAN of any intention to cease to be a provider or withdraw provision of any of ASDAN's regulated qualifications. We will ensure that candidates are not disadvantaged through such a decision and are allowed to claim unit/credit certification to which they may be entitled.

We will:

- ensure candidates and potential candidates are informed in a timely fashion
- ensure the interests of candidates already entered for the qualification have been provided with support to find alternative options for them to complete the qualification
- not make any misrepresentations in any marketing material regarding qualifications that have been withdrawn

- notify ASDAN of any candidates who may be affected by the withdrawal
- comply with any written instructions by ASDAN with regard to the withdrawal of its qualifications.

The Disability Discrimination Act (DDA)

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All Examination Centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Special Needs

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

The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENDCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the examination.

Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENDCO and the Examinations Officer.

- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer.
- Rooming for access arrangement candidates will be arranged by the SENDCO with the Examinations Officer.
- Invigilation and support for access arrangement candidates will be organized by the SENDCO with the Examination Officer.
- Statemented candidates will be allocated a venue suitable to the access arrangements in place – Small room, small venue or particular seating location.
- Extra time can be granted to candidates if an educational psychologist's or specialist assessor's report has been produced while they have been in secondary education.
- Candidate's with dyspraxia or medical conditions may also have extra time for this reflects the candidates usual way of working in the Centre, and there is accurate documentation in place to support this arrangement.

Estimated Grades

The Heads of subject will submit estimated grades to the Examinations Officer when requested to do so.

Managing Invigilators and Examination Days

Managing Invigilators

- External invigilators may be used for internal examinations and external exams.
- The recruitment of invigilators is the responsibility of the Examinations Officer or the Business Manager
- Invigilators are timetabled and briefed by the Examinations Officer. □
Invigilators' rates of pay are set by the Business Manager.

Examination Day Protocol

The Examinations Officer will book all examination rooms after liaison with other users, set up each examination room with appropriate notices and make the question papers, other examination stationery and materials available for the invigilator.

Site management is responsible for setting up the furniture in the allocated rooms. An Invigilator will start all examinations in accordance with JCQ guidelines.

Subject staff may be present at the start of the examination to assist with identification of candidates but must not advise on which questions are to be attempted.

In practical examinations, subject teachers may be on hand in case of any technical difficulties. Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Subject/Faculty Leaders at the end of the examination session.

Candidates, Clash Candidates and Special Consideration

Candidates

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile 'phones, iWatches 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.

All candidates are advised annually of JCQ guidelines via the notice produced by JCQ and a reminder in the examination timetable booklet.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

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

Clash candidates

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

Special Consideration

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

The candidate must support any special consideration claim with appropriate evidence within three days of the **examination with**, for example, a letter from the candidate's doctor. The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination. Special consideration applications will follow JCQ guidance.

Coursework and Appeals Against Internal Assessments

Coursework

Candidates who have to prepare coursework should do so by the end of the course.

Subject/Faculty Leaders will ensure all coursework is ready for despatch at the correct time. The Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades are provided to the Examinations Office by the Subject Leaders/Faculty Leaders.

ASDAN Internal Assessments

For all qualification units the candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. The portfolio should consist of:

- evidence that demonstrates that the candidate has successfully met all of the assessment criteria for the relevant unit(s)
- fully completed mandatory recording documents relevant to the qualification
- fully completed and signed mandatory Assessment Checklists which clearly record the evidence for each part of each unit, where the evidence can be found and the date it was assessed, relevant to the qualification
- a Student Book/Candidate logbook with relevant parts completed

Compiling a portfolio of evidence

As a general rule, quality is more important than quantity. It is all too easy to put too much into a portfolio. Candidates will generate evidence through a range of

programmes and activities, some of which may have been designed specifically as opportunities for the specific qualification. In compiling their portfolio and completing their evidence records, they need to select the most relevant examples of evidence. Evidence will include work that the candidate has produced, as well as records produced by others (observation checklists, witness statements, records of discussions and presentations) and notes, essays, reports, letters, action plans, extracts from logbooks or diaries, printouts of screen displays and so on. DVD/CD evidence is also permitted, provided that this is suitably referenced to help the Internal and External Moderators navigate to the sections relevant to specific assessment criteria

The portfolios will be kept secure within the centre. This is a requirement within ASDAN's Qualifications and Centre Approval criteria.

Use of the ASDAN recording materials is mandatory.

The mandatory Assessment Checklist must be placed at the front of the portfolio, together with the Student book.

Appeals against Internal Assessments

The Centre is obliged to publish a separate procedure on this subject, which is available from the Examinations Officer.

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 by 30 June to the Head of Centre (or other nominee) who will decide whether the process used conformed to the necessary requirements;
- the Head of Centre's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

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

Results

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

Arrangements for the school to be open on results days are made by the Assistant Headteacher /Examinations Officer.

Support to students following results is provided by Head of Sixth Form/Senior Leadership Team.

The provision of staff on results days is the responsibility of the Examinations Officer.

Enquiries about Results (EARs)

EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. Candidates must give their consent for re-marks in writing.

If a result is queried, the Examinations Officer, Teaching Staff and Head of Centre will investigate the feasibility of asking for a re-mark at the Centre's expense.

When the Centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

Access to Scripts

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results. These requests must be written.

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.

Certificates

Certificates are presented in person or collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing by the candidate.

Replacement certificates are only issued if a candidate agrees to pay the costs incurred and are requested directly from the respective Examining Board by the Candidate.

The Centre retains certificates for one year.

Commitment

As a school, we are committed to making continuous improvement in all aspects of school life. This statement of policy is dynamic in that it is subject to monitoring, evaluation and modification. It will be reviewed annually.

Responsibilities

Ultimate responsibility for this policy's introduction and implementation lies with the Headteacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents have an active part to play in the evolution, development and maintenance of this policy.

Examination Evacuation Procedure

The invigilator **must** take following action in case of 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 close question paper and leave 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.

Malpractice and Procedures in Examinations and Assessment

1. Background and Introduction

Definition

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

Purpose

The school has a public duty to ensure that highest standards are maintained in the conduct of assessment. The proper discharge of this duty is essential to safeguard the legitimate interests of its students and the school's reputation. Malpractice is taken very seriously. The school will take action against any student or member of staff who contravenes the policy through negligence, foolishness or by deliberate intent. Furthermore, Examination Boards do not tolerate actions (or attempted actions) of malpractice by:

- Learners
- Centres

Examination Boards may impose penalties and/or sanctions on learners or centres where incidents (or attempted incidents) of malpractice have been proven.

Scope

The policy and procedures which follow apply to all students and staff of the school. The policy follows JCQ and Awarding Body guidance.

Guidance to prevent or reduce learner malpractice

Agreed Practice

As a school we always aim to take positive steps to prevent or reduce the occurrence of learner malpractice. Below are examples of good practice that should be followed:

- Using the induction period, the BTEC student handbook and ASDAN handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Each examinations timetable (internal and external) provides guidance to candidates relating to malpractice.
- Showing learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesized appropriate information and has acknowledged any sources used.
- Introducing procedures for assessing work in a way that reduces or identifies malpractice, eg plagiarism, collusion, cheating, etc. These procedures may include:
- Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
- Altering assessment assignments/tasks/tools on a regular basis.
- The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
- Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.
- Assessors getting to know their learners' styles and abilities, etc
- Ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.
- Ensuring all candidates are present and physically sitting the correct examination by having a member of the SLT and a subject tutor checking all candidates on entry to the examination venue.

2. Instances of Malpractice

Instances of malpractice arise for a variety of reasons:

- some incidents are intentional and aim to give an unfair advantage in an examination or assessment;
- some incidents arise due to a lack of awareness of the regulations, carelessness, or forgetfulness in applying the regulations;
- some occur as a result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the supervision of candidates is disrupted).

The individuals involved in malpractice also vary. They may be:

- candidates;
- teachers, lecturers, tutors, trainers, assessors or others responsible for the conduct, administration or quality assurance of examinations and assessments including examination officers, invigilators and those facilitating Access Arrangements (e.g. readers, scribes and practical assistants);
- assessment personnel such as examiners, assessors, moderators or internal and external verifiers;
- other third parties, e.g. parents/carers, siblings or friends of the candidate.

Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to examinations and assessments need to be investigated. This is to protect the integrity of the qualification and to be fair to the centre and all candidates.

3. Learner Malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by Wolgarston High School. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the school, in consultation with Examination Boards:

- Plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners.
- 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 an assessment/examination/test.
- Fabrication of results and/or evidence
- Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Exam Board conditions in relation to the assessment/examination/test rules, regulations and security.
- Misuse of assessment/examination material.
- Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices.
- Obtaining, receiving, exchanging or passing on information (or the attempt of the same) which could be assessment/examination/test related by means of talking, electronic or written papers/notes during supervised assessment/examination/test conditions.
- Behaving in such a way as to undermine the integrity of the assessment/examination/test.
- The alteration of any results document, including certificates.
- Cheating to gain an unfair advantage.

4. Centre Staff Malpractice

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered in consultation with Examination Boards:

- Alteration of Examination Board's assessment and grading criteria.
- 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
- Failing to keep learner computer files secure/safely storing 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
- Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test.

5. Responsibilities

Awarding bodies

Awarding bodies must:

- establish and maintain, and at all times comply with, up-to-date written procedures for the investigation of suspected or alleged malpractice or maladministration; and
- ensure that such investigations are carried out rigorously, effectively, and by persons of appropriate competence who have no personal interest in their outcome.

The awarding body will:

- oversee all investigations into suspected or alleged malpractice;
- determine whether to withhold the issuing of results until the conclusion of the investigation, or permanently, where the outcome of the investigation warrants it;
- apply appropriate sanctions in cases of proven malpractice;
- report the matter to the regulators and other awarding bodies in accordance with the regulators' General Conditions of Recognition;
- consider reporting the matter to the police if suspected or proven malpractice involves the committing of a criminal act;
- consider reporting the matter to other appropriate authorities where relevant, e.g. Funding Agencies and Teaching Regulation Agencies.

The awarding body will normally authorise the head of centre, acting on behalf of the awarding body, to gather evidence on its behalf. In cases where allegations are made against the head of the centre, or the management of the centre, the awarding body will decide how the investigation will be carried out. The awarding body may authorise another person, such as one of the following, to gather evidence on its behalf:

- the Chair of the Governing Body of the centre; or
- the responsible employer (or his/her nominee), e.g. Director of Education; or
- another suitably qualified individual such as an Ofsted Inspector or head of another school.

The individual authorised to gather evidence will then report to the awarding body by the time specified and providing all the requested evidence.

The awarding body reserves the right to gather evidence directly for an investigation where it feels it is the most appropriate course of action

Head of Centre

The head of centre must:

- notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in coursework or non-examination assessments **before** the authentication forms have been signed by the candidate. If staff malpractice is discovered in coursework or non-examination assessments, the head of centre must inform the awarding body immediately, regardless of whether the authentication forms have been signed by the candidate(s);
- be accountable for ensuring that the centre and centre staff comply at all times with the awarding body's instructions regarding an investigation;
- ensure that if it is necessary to delegate the gathering of evidence to a senior member of centre staff, the senior member of centre staff chosen is independent and not connected to the department or candidate involved in the suspected malpractice. The head of centre should ensure there is no conflict of interest (see below) which might compromise the investigation;
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of centre staff, candidates and any others involved;
- make information requested by an awarding body available speedily and openly
- co-operate with an enquiry into an allegation of malpractice and ensure that their staff do so also, whether the centre is directly involved in the case or not;
- ensure staff members and candidates are informed of their individual responsibilities and rights as set out in this document;
- forward any awarding body correspondence and evidence to centre staff and/or provide staff contact information to enable the awarding body to do so;
- pass on to the individuals concerned any warnings or notifications of penalties, and ensure compliance with any requests made by the awarding body as a result of a malpractice case.

The responsibilities extend to instances of suspected malpractice involving private candidates entered through the centre. Failure to comply with these requirements may itself constitute malpractice.

6. Dealing with Malpractice

The handling of malpractice complaints and allegations involves the following phases:

- the allegation
- awarding body's response
- the investigation
- the report
- the decision
- the appeal

Suspected malpractice identified by examiners, moderators and external verifiers

Examiners, moderators, monitors and external verifiers who suspect malpractice in an examination or assessment will notify the relevant awarding body immediately using the procedures and forms provided by the awarding body.

Suspected malpractice identified by a centre

- Initial procedures

Where a member of staff/invigilator suspects a student is culpable of malpractice in relation to assessed work, he/she shall:

- Register that malpractice is suspected on the feedback sheet.
- Write a brief report detailing the location of any suspected plagiarism, collusion, or other form of malpractice.
- In the case of plagiarism, provide a copy of the submission and plagiarized sources; and
- Report the suspicions to the Exams Officer
- Where a member of staff suspects that another member of staff is culpable of malpractice, the Headteacher must be informed. If the Headteacher is involved the Chair of the Trust will be informed.

Where suspected malpractice is identified by a centre, the head of centre must submit full details of the case immediately to the relevant awarding body using the required forms eg. (Form JCQ/M1 (suspected candidate malpractice) or Form JCQ/M2 (suspected malpractice/maladministration involving centre staff) Notifications in letter format will be accepted but must provide the information as required by the forms.

Information will be provided to the candidate and their parents/carers about the possible malpractice, as a minimum, the Centre provides the accused individual(s) with a completed copy of the form or letter used to notify the awarding body of the malpractice.

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

If, at the time of the incident, a candidate has not been entered with an awarding body for the component, unit or qualification, malpractice discovered in a controlled assessment, coursework or non-examination assessment can also be dealt with in accordance with the centre's internal procedures.

Centres should not normally give credit for any work submitted which is not the candidate's own work. If any improper assistance (see below) has been given, a note must be made of this on the cover sheet of the candidate's work or other appropriate place.

Where malpractice by a candidate in a vocational qualification is discovered prior to the work being submitted for certification, centres should refer to the guidance provided by the awarding body.

Note: Centres are advised that if coursework, controlled assessment, non-examination assessment or portfolio work which is submitted for internal assessment is rejected by the centre on grounds of malpractice, candidates have the right to appeal against this decision.

Suspected malpractice reported by others

Allegations of malpractice are sometimes reported to awarding bodies by employers, centre staff, regulators, funding agencies, candidates, other awarding bodies and members of the public. Sometimes these reports are anonymous. Where requested, awarding bodies will not disclose the identity of individuals reporting cases of suspected malpractice, unless legally obliged to do so. Employees/workers making allegations of suspected malpractice within centres may be protected by the Public Interest Disclosure Act 1998, if:

- the disclosure amounts to a "protected disclosure" (as set out in the relevant legislation);
- the employee/worker is raising a genuine concern in relation to malpractice; and
- the disclosure is made in compliance with the guidelines set out in the legislation and/or the centre's own Whistleblowing Policy; and if the disclosure is made to their employer or the Regulator.

Awarding bodies are aware that reporting suspected malpractice by a member of staff or a candidate can create a difficult environment for that individual. Accordingly, an awarding body will try to protect the identity of an informant if this is requested at the time the information is given.

If the information is provided over the telephone, the informant will usually be asked to confirm the allegation in writing.

When an awarding body receives an allegation, the awarding body will evaluate the allegation in the light of any available information to see if there is cause to investigate.

The Awarding Body's Response

In the case of notifications of suspected malpractice received from examiners, moderators, monitors, external verifiers, the regulators or members of the public (including informants), the awarding body will consider the information provided and decide to:

- take no further action; or
- ask the head of centre, or another suitably qualified individual, to gather evidence in support of an investigation into the alleged malpractice and to submit a written report;
or
- investigate the matter directly.

On receipt of a notification of suspected malpractice submitted by a head of centre, the awarding body will consider the information provided and decide:

- to take no further action; or
- if the notification takes the form of a report, to make a decision on the case in accordance with the procedures, (where the evidence permits)
- to ask the head of centre to gather further evidence
- to investigate the matter further itself.

Investigations on behalf of the Awarding Body

The exams committee including, Head of Centre, Senior Leadership and the Examinations Officer will convene and support the Head of Centre to gather sufficient evidence in line with the exam board request.

Those responsible for gathering evidence for an investigation should obtain the evidence specified by the awarding body, in the formats required. Individuals should always gather the evidence specified by the awarding body, regardless of their assessment of the matter. Equally, it should not be assumed that because an allegation has been made, it is true.

- The Head of Centre should consider that both staff and candidates can be responsible for malpractice.
- If the gathering of evidence is delegated to another senior member of centre staff, the head of centre retains overall responsibility.
- In selecting a suitable senior member of centre staff the head of centre must take all reasonable steps to avoid a conflict of interest.
- Where a conflict of interest may be seen to arise, investigation activities into suspected malpractice should not be delegated to the manager of the section, team or department involved in the suspected malpractice.
- In the event of any concerns regarding conflicts of interest, or the suitability of the potential investigator, the head of centre must contact the awarding body as soon as possible to discuss the matter.

Where the person gathering the evidence for the investigation deems it necessary to interview a candidate or member of staff in connection with alleged malpractice, the interviews must be conducted with the exams secretary and another member of the Exams Committee. A full note of the interview should be made and kept. The interviewee should be asked to confirm the accuracy of the note.

If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) must:

- be informed (preferably in writing) of the allegation made against him or her;
- be advised that a copy of the JCQ publication Suspected Malpractice, Policies and Procedures can be found on the JCQ website: <http://www.jcq.org.uk/exams-office/malpractice> ;
- know what evidence there is to support the allegation;
- know the possible consequences should malpractice be proven;
- have the opportunity to consider their response to the allegations (if required);
- have an opportunity to submit a written statement;
- be informed that he/she will have the opportunity to read the submission and make an additional statement in response, should the case be put to the Malpractice Committee;
- have an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required);
- be informed of the applicable appeals procedure, should a decision be made against him or her;
- be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators and other appropriate authorities.

The involvement of legal advisors is not necessary, at least where there is no allegation of criminal behaviour. However, if any party wishes to be accompanied, for example by a solicitor or trade union official, the other parties must be informed beforehand to give them the opportunity to be similarly supported. The person accompanying the interviewee should not take an active part in the interview, in particular he/she is not to answer questions on the interviewee's behalf. An awarding body will not be liable for any professional fees incurred. The head of centre is required to make available an appropriate venue for such interviews. Interviews may also be conducted over the telephone. Individuals involved may be asked to provide a written statement. Those gathering evidence for an investigation should refer to the guidance in Appendix 3.

The Report

The report prepared and submitted to the board must include:

- a clear account, as detailed as necessary, of the circumstances;
- details of the activities carried out by the centre;
- written statements from any teachers, invigilators or other members of staff concerned, which must be signed and dated;
- written statements from the candidates concerned, in their own words, which must be signed and dated;
- any other evidence relevant to the allegation such as mitigating factors;

and, where appropriate:

- information about how the centre makes candidates aware of the awarding bodies' regulations;
- seating plans;
- any unauthorised material found in the examination room;
- photographic evidence of any material written on hands/clothing etc;
- any candidate work/associated material which is relevant to the investigation;
- any other relevant evidence.

Communicating the Awarding Body Decision

- Once a decision has been made, it will be communicated in writing to the Head of Centre as soon as possible.
- It is the responsibility of the Head of Centre to communicate the decision to the individuals concerned and to pass on details of any sanctions and action in cases where this is indicated.

7. Appeals

The awarding bodies have established procedures for considering appeals against sanctions arising from malpractice decisions.

The following individuals have a right to appeal against decisions of the Malpractice Committee or officers acting on its behalf:

- heads of centre, who may appeal against sanctions imposed on the centre or on centre staff, as well as on behalf of candidates entered or registered through the centre;
- members of centre staff, or examining personnel contracted to a centre, who may appeal against sanctions imposed on them personally;
- private candidates;
- third parties who have been barred from taking or delivery of the awarding body's examinations or assessments.

Non-Examination Assessments

This policy has been produced in conjunction with the JCQ 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)' document. This policy will be ready for a Centre inspection carried out by JCQ. JCQ documentation related to non-examination assessments (NEA's) can be found here:

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

A hard copy is kept by the Examinations Officer in the Exams Office.

The purpose of Non-Examination Assessments

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages:

- Task setting
- Task taking
- Task marking

Management of Non-Examination Assessments

Tasks are set by either the awarding bodies' or by the subject Head of Department - this is dependent on the particular subject studied.

Heads of Department/Subject Leaders must issue tasks based on the information supplied by the awarding bodies in the subject specifications. This includes dates that tasks are issued to candidates, as well as deadlines.

Work produced by candidates and submitted for internal assessment and external moderation must be their own. Heads of Department/Subject Leaders must ensure this as part of their supervision of the candidates on their course.

NEA marks related to work marked by School staff are submitted by the **Head of Department** or **Subject Leader** to the **Examinations Officer**.

The **Examinations Officer** electronically through the relevant awarding body website (e-AQA, OCR Interchange and Edexcel Online) then submits the internally assessed marks.

The **Examinations Officer** arranges for any relevant hard copy work/audioand/or visual recordings to be dispatched where required for moderation.

Staff roles and responsibilities

1. Senior Leadership team

The Senior Leadership Team has overall responsibility for ensuring NEA's are planned and executed in line with regulations. This includes:

- Establishing Examinations Centre policy on NEA's.
- Assigning responsibilities to specific members of staff.
- Ensuring that all staff understand their roles and responsibilities and are suitably trained.
- Dealing with issues arising, e.g. resolving timetable clashes, and obtaining additional facilities.
- Monitoring the operation of NEA's, e.g. receiving reports from subject departments and/or the exams office.

2. Head of Department

Every subject department will need to:

- Select awarding organizations and specifications in consultation with the Headteacher.
- Decide on timings of assessment to meet requirements of the deadlines issued by awarding bodies.
- Arrange internal standardisation of marking by all teachers involved in assessing the relevant components/units of work.
- Ensure that all teachers understand their roles and responsibilities in respect of NEA's and are familiar with the requirements of the specifications for their subject(s).

3. Subject staff

Individual teachers must:

- Contribute to decisions about the selection of the awarding organisation and specification.
- Decide how the NEA's should be incorporated into the scheme of work to provide a coherent sequence of learning and ensure pupils are well prepared for the NEA scheme of work - for example in developing linguistic or practical skills.
- Provide information as necessary to the subject department (on planning of teaching) and to the Examinations Officer (individual unit codes, planned dates of assessment(s), for example).
- Book facilities, prepare resources and be aware of any specialist requirements needed for assessment work.
- Obtain confidential materials and tasks set by the awarding organization.
- Supervise assessments, applying the specified level of control, and ensuring Authentication forms are signed by candidates and the supervising teacher.
- Advise the candidates on the criteria that must be met for an assessment, as well as what materials and equipment may be required and is available.
- Store candidates work securely.

4. Exams Officer

- Liaise as necessary with the senior leadership team, subject departments and individual teachers with regard to entries.
- Store candidates' work in the secure storage facilities in the Exams Office.
- Enter pupils for individual units, including NEA units and externally examined units.
- Be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organizations, moderators and School staff. This includes the uploading of assessed marks through EDI or via awarding organization websites, and the dispatching of materials to moderators.

5. Site Staff and Administrative Staff

- Ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for NEA tasks.
- Arranging any additional equipment or materials that will be needed for the NEA tasks well in advance.
- Ensure, in liaison as necessary with Heads of Department, teachers and the Examinations Officer, that suitable secure storage exists for candidates' work.

Code of Practice for Non-Examination Assessments

1. It is the responsibility of each Curriculum Leader to obtain the NEA task details from the exam boards. The Head of Department will inform the Headteacher and Exams Officer of the date(s), time, number of pupils and method(s) of assessment(s).
2. The Course Leader should choose the most appropriate time(s) and location(s) for assessments to take place.
3. Non-Examination Assessments may take place during timetabled class hours.
4. Departments must plan when and how the assessments will take place, taking into account the accommodation and resources required. The Examinations Officer should be notified of these details.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted in respect of resources: internet access is not permitted unless specifically allowed as per the subject specification.
7. All assessment materials must be locked in a suitable secure cabinet at the end of each session. This includes the work to be assessed, as well as preparatory work.
8. Separate ICT 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.
9. If a student is absent, the teacher must ensure that student the chance to make up the time, if necessary after school hours.
10. For long absences, special consideration should be applied for through the Exams Office.
11. Online or EDI marks must be uploaded by the Examinations Officer ahead of the awarding bodies' deadlines.

12. Attendance records from assessment sessions should be kept by the subject teacher. Non-Examinations Assessments Policy Review: September 2018 Created: September 2017
13. Work may be handwritten in black ink or word-processed. Printouts, charts and videos can be included where appropriate.
14. Group collaboration is permitted, unless specifically restricted by the specification; however, group assessment is not permitted. Marks are issued on an individual basis.
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 assessing.
16. If suspected malpractice occurs, the Senior Leadership Team must be informed. The JCQ 'Suspected Malpractice in Examinations and Assessments' document must be referred to in this instance.
17. If a student's work is lost within the School, this must be reported to the Examinations Officer and Headteacher. The School must then inform the relevant awarding body. If the candidate is at fault for the loss of work then Special Consideration will not apply. If the loss is the fault of School staff then Special Consideration may be applied for.
18. Authentication forms must be signed by the teachers and all candidates before marking.
19. Access Arrangements applications must have been made by the SENCo in advance of any NEA work undertaken.
20. Candidates will be notified of the centre assessed marks that they have been awarded as a candidate can request an internal review. Sufficient time must be allowed for the candidate to request a review and for the centre to carry out the review. Refer to JCQ "Informing candidates of their centre assessed marks".
21. The assessment marks must be submitted to the exam board by the appropriate date each academic year.
22. Candidates' work must be securely stored as in point 7 (above) until all results have been verified. The Examinations Officer controls the storage facilities.

After the results are published, it may be possible to request a review of marking of the work in consultation with Headteacher or Exams Officer.

Please see the 'Wolgarston High School Examination Appeals Policy' which includes appeals against GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments.

Risk Management

Suspected Malpractice: Teaching staff must report any alleged, suspected and actual incidents of malpractice to the Headteacher and Exams Officer.

Lost Work: Work lost because of candidate negligence is not eligible for Special Consideration. Work lost because of Centre error or unplanned event (e.g. fire damage) may be eligible for Special Consideration. The Examinations Officer in agreement with Heads of Department and Headteacher completes applications. Work must always be stored securely in the secure storage facilities in the Exams Office and can be accessed in liaison with the Examinations Officer. Work should not be stored by teaching staff in storage cupboards, nor taken off site and stored at the teachers' homes. Once assessed work, if any, has been returned from moderators then it must be stored in the Exams Office secure storage facilities until the end of the appeals season.

Wrong Task Set: If the School sets the wrong NEA task then Special Consideration applications can be made, however this is at the discretion of the awarding bodies and work that relates to a task incorrectly set may not be accepted. Heads of Department must ensure that the correct NEA tasks are set.

Absent Candidates: Candidates absent unexpectedly for short periods must be allowed opportunities to make up the missed time. Special Consideration applications are not permitted for short periods of absence. Candidates absent on the day of an external examiner visit may be entitled to Special Consideration. The Examinations Officer in agreement with the Head of Department and Headteacher would make this application. Candidates absent for longer periods and who subsequently were unable to complete the necessary tasks may be entitled to Special Consideration following the Criteria for Special Consideration set out by JCQ.

AI Use in Assessments:

Note the school follows the Guidance issued by JCQ 'AI Use in Assessments: Protecting the Integrity of Qualifications'. Students will be issued with the JCQ Guidance on AI use.

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

As has always been the case, and in accordance with section 5.3(k) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources. Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below).

The JCQ guidance on referencing can be found in the following:

- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
- The Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>).

Other actions which should be considered in relation to acknowledging AI use are:

- a) Students being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;
- b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria, they will not be rewarded (examples of how to implement this can be found in Appendix B: Exemplification of AI use in marking student work at the end of this document).

When marking student work in which AI use has been acknowledged, and there are no concerns of AI misuse, the assessor must still ensure that if the student has used AI tools such that they have not independently met the marking criteria, they are not rewarded. Depending upon the marking criteria or grade descriptors being applied, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects when determining the appropriate mark/grade to be awarded. Where such AI use has been considered, and particularly where this has had an impact upon the final marks/grades awarded by the assessor, clear records should be kept – this provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation/standards verification.

Examinations Contingency Plan

Contents

Purpose of the plan

Communications

Causes of potential disruption to the exam process

1. Examinations Officer extended absence at key points in the exam process (cycle)
2. SENDCo extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. * Disruption of teaching time - centre closed for an extended period
8. * Centre unable to open as normal during the exams period
9. * Candidates unable to take examinations because of a crisis - centre remains open
10. * Disruption to the transportation of completed examination scripts
11. * Assessment evidence is not available to be marked
12. * Centre unable to distribute results as normal

Summary of responsibilities in the event of disruption to examinations

Useful information

Purpose

This contingency plan is in accordance with, and supports and underpins, the rules and regulations for the conduct of examinations issued by Joint Council for Qualifications (JCQ).

- The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system at Wolgarston High School affecting 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. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Wolgarston High School.
- 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.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

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, the Senior Leadership Team and Governors will agree the additional actions required.

Communications

In the event of local disruption Communication to teachers and students will take place through the Examination officer following agreement with the Head of Centre.

In the event of major disruption, details of specific contingencies agreed across Organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

www.ofqual.gov.uk/

The organisations involved in this Exams Contingency Plan 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, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate.

Causes of potential disruption to the exam process

1. Examinations 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
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods 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:

- Business Manager to liaise with I.T. Department, Deputy Head, Assistant Head and Directors of Learning over entries.
- Assistant Head and Cover & Visits Officer to liaise over pre-exam administration.
- Assistant Head to liaise with Business Manager regarding exam time issues and results.

2. SENDCo 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 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
- 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:

- Assistant Head to liaise with Examinations Officer over SENDCo absence.

3. 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 Examinations Officer on time; resulting in pre-release information not being received*

Final entry information not provided to the Examinations 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*

Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

Deputy Head, Assistant Head and Examinations Officer to liaise with remaining teaching staff. Internal deadlines to be set building in time.

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

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Centre actions:

- Recruitment and training is done well in advance.
- Assistant Head and Support Staff to cover absences or shortages, although Wolgarston High School's policy is not to work to the minimum ratio requirements.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- Examinations Officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days*
- Main exam venues unavailable due to an expected incident at exam time*

Centre actions:

- In an emergency the Sports Hall in the Leisure Centre could be utilised for examination purposes or rooms in the MFL Department.

6. 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

Centre actions:

Examinations Officer, Assistant Head and IT Department to liaise with Examination Boards as to appropriate action. Information could be entered on a different site. Information is entered on final entry deadline only in extreme circumstances.

7. * **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:

- Headteacher, Governors, SLT to take the necessary action.

8. * **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

**In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Examinations Officer to liaise with Head of Centre and to inform awarding bodies. Headteacher and Examinations Officer to action the use of alternative local venues, such as other Schools / Sports Halls / Haling Dene Centre.

9. * **Candidates unable to take examinations because of a crisis - centre remains open**

*Criteria for implementation of the plan

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

Centre actions:

- Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

10. *Disruption to the transportation of completed examination scripts

*Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Scripts remain securely stored in Exams office or Examinations Officer transports them to the Post Office for collection by Parcelforce.

11. *Assessment evidence is not available to be marked

*Criteria for implementation of the plan

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

Centre actions:

- Examinations Officer to contact awarding bodies for advice.

12. *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:

- Examinations Office to contact awarding bodies for advice.

* information taken from the *Joint Contingency plan for the examination system in England, Wales and Northern Ireland*

Summary of Wolgarston High School's responsibilities in the event of disruption to examinations:

- Preparing plans for any disruption to exams as part of centres' general emergency planning.
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

Useful information

ASDAN <https://www.asdan.org.uk/>

AQA <http://www.aqa.org.uk/>

JCQ www.jcq.org.uk

Ofqual www.ofqual.gov.uk

DfE www.education.gov.uk

Edexcel www.edexcel.com

OCR www.ocr.org.uk

UCAS www.ucas.ac.uk

JCQ A guide to the special consideration process:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations-and-guidance/a-guide-to-the-special-considerationprocess>

JCQ Instructions for conducting examinations

www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

DfE Guidance on dealing with disruption to teaching and learning

<http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>