



**Calday Grange**  
Grammar School

# **EXAMINATIONS & ASSESSMENT POLICY 2025-26**

**Date of Review: October 2025**

**Member of staff responsible: P. Douglass**

**Updated by: P.Douglass/J Byrne November 2025**

**Approved by Governing Body: March 2026**

**Date of next review: October 2026**

<p><b>Consultation details (where appropriate):</b></p>	<p>Changes are highlighted and have been made to change specific wording, elaborate on last year's policy, to clarify any points, or to put procedures into writing as now required by the JCQ's General Regulations (GR) and to change dates.</p>
<p><b>Notes:</b></p>	<p>This document includes school policies on examination and assessment related issues for public examinations (GCSE &amp; GCE). Incorporated into this policy are the following policies required by the JCQ (see GR 5.3x):</p> <ul style="list-style-type: none"> <li>● Equalities policy (exams)</li> <li>● Non-examination Assessment Policy</li> <li>● Internal Appeals Procedure (updated 2022)</li> <li>● Whistleblowing Policy (new 2022)</li> <li>● Malpractice Policy</li> </ul> <p>In addition to this document, the examinations office also holds the following documents which are required for JCQ inspection purposes, these are working documents and may be updated as and when required:</p> <ul style="list-style-type: none"> <li>● Examinations Contingency Plan</li> <li>● Non-Examination Assessment Risk Assessment</li> <li>● Emergency Procedures for the Evacuation of the Examination Room</li> <li>● Word Processor Policy</li> </ul>

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## 1. Introduction

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The school's Examinations Officer is responsible for administering all public examination arrangements and for the oversight of candidates during examinations, with support from the Assistant Headteacher, under direct responsibility from the Head of Centre, the Head teacher. All public examinations are subject to strict regulations set by the **Joint Council for Qualifications (JCQ)**<sup>1</sup> on behalf of the awarding organisations to ensure that the integrity and security of the examination system is maintained at all times.

This document should be read in conjunction with the *Public Examinations Handbook* and relevant JCQ publications which are signposted throughout. Much of the key information included in this policy is also included for students in the more reader-friendly *Public Examinations Handbook*.

## 2. Examinations

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It is school policy to enter every student who is being taught a subject, for the most appropriate level of examination. Only by exception after consultation with parents, and the written consent of the Head of Centre, will students not be entered. Decisions regarding tiers of entry are made by teaching staff and Heads of Faculty and are based on continuous assessments and internal examination results, these decisions are final.

All students, staff and parents will be issued (via school website and hard copy to candidates) with an up to date copy of the **Public Examinations Handbook**<sup>2</sup>. Candidates are required to sign for this when they receive it. This handbook addresses some frequently asked questions, details the rules and regulations of examination conduct, issues concerning malpractice, dates of results, and information about post results services including access to scripts and examination board review of marking processes. All users are advised to make themselves familiar with the contents of this handbook, which is normally issued in October/November for the May/June examination season.

Examinations are taken with the following main examination boards:

<b>AQA</b>	Assessment and Qualification Alliance
<b>OCR</b>	Oxford Cambridge & RSA
<b>EDEXCEL</b>	Pearson
<b>WJEC</b>	Welsh examination board

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<sup>1</sup> <http://www.jcq.org.uk/>

<sup>2</sup> Public Examinations Handbook <https://www.calday.co.uk/examinations>

## 2.1 Entries and Timetables & ID

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All entries will be made in the candidate's legal name, as per their birth certificate/passport. Once entries have been made on the school's examination system (normally around late January for the June season), students will be issued with a **Statement of Entry** detailing the subjects and tiers for which they have been entered. It is the responsibility of students and parents to check the personal details and entries carefully. Students are also issued **ID cards** with their photograph, candidate name and number which must be brought with them, unmarked, to each examination and placed face up on the desk. Invigilators will use these to establish the identity of all candidates. A photograph book is also provided in each examination room to be used in the event that the student has mislaid their ID card.

Examination entries are made on the understanding that students agree to adhere to the examination board rules and regulations laid out in this policy and in the Public Examinations Handbook.

Following the submission of entries to the examination board, students will then be issued with a copy of their **individual candidate timetable**. The school examination timetable which contains rooming details for examinations will be issued via the school website only. Timetables are normally issued around March for June examinations.

It is the **student's responsibility** to:

- Make themselves familiar with the rules and regulations within the Public Examinations Handbook<sup>3</sup> and adhere to these
- Check that their examination entries are correct when the 'statement of entry' is issued and report any errors to the examinations office by the specified deadline. Failure to do so is likely to incur additional fees from the examination boards.
- Report any examination clashes to the examinations office immediately following the issue of individual timetables, and ensure that they understand the clash resolution which is issued to them.

Students taking public examinations will sit the examinations at the following times:

### GCSE

November	English & Mathematics resits only
May/June	All subjects

### GCE

May/June	Year 13 - All A Level subjects & Core Mathematics
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Details of examinations units and specifications for taught subjects can be found on the school webpage under the relevant faculty and subject pages.

It is the responsibility of the **Head of Faculty** and **teaching staff** to provide the examinations office with estimated entries, and final entries for students with the correct entry codes for the

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<sup>3</sup> Public Examinations Handbook <https://www.calday.co.uk/examinations>

subject specifications. These must be submitted in a timely manner when requested by the examinations office and must be checked thoroughly by Heads of Faculty and teaching staff. Failure to provide the examinations office with the correct entry information on time may result in penalty fees imposed by the examination board, which will be charged to the department involved.

The Examinations Officer will notify staff of internal deadlines for entries and will submit the final entries to the examination boards via the appropriate method, by the deadlines set.

The Examination Officer will request information from centre staff including exam office staff about any 'Conflict of Interest' in respect of examinations whereby a member of centre staff is taking qualifications at their own centre, including internally assessed components/units, and/or if any member of centre staff 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. This information will be forwarded to the awarding bodies before the published deadline for entries.

## 2.2 Private Candidates & Additional Examinations

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### Private candidates:

The school is able to support, where feasible, ex-students as private candidates where they have sat examinations at the school in a previous season. It is at the discretion of the Head of Centre as to whether any other candidates are accepted. Private candidates will be required to meet the cost of the entry fee, an administration fee and may also be charged for any additional invigilation costs which may be incurred<sup>4</sup>.

Private candidates are issued with a statement of entry, a timetable and a copy of the *Public Examinations Handbook*<sup>5</sup> and are required to follow the same rules and regulations. Photographic ID is also required at the time of entry.

### Additional examinations supported:

Internal candidates may also, where feasible and at the discretion of the Head of Centre, enter for additional examinations which are not offered by the school (for example if they are being privately tutored). Candidates will be charged in the same way that a private candidate would be. The school is not accountable for the result of such an entry.

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<sup>4</sup> Charging and Remissions Policy <https://www.calday.co.uk/policies>

<sup>5</sup> Public Examinations Handbook <https://www.calday.co.uk/examinations>

## 2.3 During the examination season

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### Organisation:

The Examinations Officer will ensure that all examinations are conducted in accordance with the JCQ publication; ***Instructions for conducting examinations***<sup>6</sup> and will take all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials.

The school employs external invigilators to administer all examinations. It is the responsibility of the Examinations Officer to provide training for invigilators to ensure the smooth running of all external examinations. Training is designed to enable the invigilator to feel confident with the processes involved in following regulations and to create a positive environment for students to complete their examinations successfully. A record of invigilator training will be kept in the examinations office.

### Punctuality:

It is the **student's responsibility** to present themselves at the correct time for all examinations for which they have been entered as per their individual examination timetable. The examinations office will try to contact students who are not present at the correct time, late arrivals will be accepted within the rules and regulations of the examination boards. Students who miss an examination without good reason will be required to reimburse the school for the cost of that examination entry.

### Identification

Students must bring with them to every examination the unmarked photographic ID card which is issued to them in advance of the exams. A book of school photographs will also be available to the invigilators at the time of the examination or assessment to verify the identity of candidates.

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

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.6)

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<sup>6</sup> Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

## Behaviour and conduct

Students are expected to behave in a way which does not disrupt other candidates and which is in line with JCQ examination rules and regulations as outlined in the *Public Examinations Handbook*<sup>7</sup>. Whereby a candidate's behaviour is deemed unacceptable, they will be removed from the examination room, and malpractice will be reported to the examination board in line with the JCQ '*Suspected Malpractice*' document<sup>8</sup>.

It is school policy that toilet breaks are not permitted within the first hour or last fifteen minutes of the examination, unless the examinations office have been notified of any medical exceptions in advance. This is to reduce disruption to other candidates.

## Emergency Procedures

In each examination room the invigilator has a copy of the procedure to be followed in the case of an emergency evacuation or the implementation of a lockdown situation; invigilators receive training on how to evacuate the room in the event of an emergency and the process to follow in the case of a lockdown; in the safest way possible whilst also maintaining the integrity of the examination.

The examinations contingency plan also outlines how the school will deal with an emergency situation or disruption, to the administration of examinations, this is to minimise the risk and impact to the examinations process. The examinations office also has an internal procedures document which can be followed in the event of the Examination Officer's extended absence.

## Special consideration & absence from examinations:

Special consideration can only be awarded where a candidate has been fully prepared for assessments and covered the entire course but their ability to demonstrate their subject knowledge and understanding is materially affected by adverse circumstances beyond their control at the time of the assessment(s).

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre and the candidate meets the published criteria for special consideration with evidence in place.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

Centres must not submit applications for special consideration for trivial cases.

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<sup>7</sup> Public Examinations Handbook <https://www.calday.co.uk/examinations>

<sup>8</sup> JCQ malpractice documents and information <http://www.jcq.org.uk/exams-office/malpractice>

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.

If a candidate is absent for acceptable reasons, and Calday Grange Grammar School is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met.

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be retained on file until after the publication of results.

If, after the publication of results for a particular examination series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a senior leader is able to produce compelling evidence to support a late application.

The application must be submitted before the deadline for reviews of results for the respective exam series.

The special consideration process is administered in line with the JCQ's '*Special Consideration Process*'<sup>9</sup>.

## 2.4 Equality Statement, Access Arrangements & Reasonable Adjustments

The school's *Equality Statement and Action Plan*<sup>10</sup> outlines the school's compliance with the Equality Act (2010) and commitment to supporting disabled students in their achievement and progress. The school's *Special Educational Needs (SEND) Policy*<sup>11</sup> outlines the school's approach to the admission of students with SEN as well as identifying and providing for students not previously identified as having SEN. All students are screened on entry to the school for literacy and ability in order to identify those who may require SEN support.

The SENCO is responsible for SEN provision, which is delivered by the school's **Assistant SENCO** whose qualifications are checked on an annual basis by the Head of Centre, at the start of the academic year. Year 9 students and year 12 students are tested for access arrangements

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<sup>9</sup> JCQ Special Consideration Process <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

<sup>10</sup> Equality Policy <https://www.calday.co.uk/policies>

<sup>11</sup> SEN Policy <https://www.calday.co.uk/policies>

using group tests and individual tests under examination conditions in a designated learning support classroom. Teaching staff are also responsible for informing the Assistant SENCO of any support needs which they identify.

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries, to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The assessment process is administered as per the JCQ '*Access Arrangements and Reasonable Adjustments*' publication<sup>12</sup>. Assistant SENCO also follows the protocol of the British Psychological Society in administering and assessing tests in accordance with CCET (Certificate of Competence in Educational Testing). The school also has a policy relating to the use of Word Processors for examination purposes which outlines the criteria used to award and allocate word processors.

Any requests for access arrangements must be made to Assistant SENCO **no later than the start of the internal examinations** in the year in which the candidate is sitting their external examinations (November for Year 11, January for Sixth Form). This is to allow her enough opportunity to gather evidence and to assess the support needs in advance of the awarding body deadline for applications. Applications **must** be processed and approved **before** an examination/assessment and no later than the deadline published by JCQ (The Joint Council for Qualifications).

In all instances, all access arrangements must be the candidate's normal way of working in school.

Student specific recommendations for rest breaks will be detailed on the Students F9 form.

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<sup>12</sup> JCQ Access Arrangements and Reasonable Adjustments <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Whereby an access arrangement or reasonable adjustment requires an application to the awarding organisation, the application will be made jointly by the Examinations Officer and the Assistant SENCO. Assistant SENCO will retain the relevant documentary evidence to substantiate any access arrangement, which will be made available for inspection. Once an access arrangement has been approved by Assistant SENCO and/or the awarding organisation, it is the responsibility of Assistant SENCO and the Examinations Officer to ensure that the arrangements are effectively implemented.

Students who require temporary access arrangements (for example due to a broken arm), must contact the Assistant SENCO or Examinations Officer immediately to allow arrangements to be put in place to support the candidate in their examinations.

### Facilitating Access

The following information confirms Calday Grange's good practice in relation to the Equality Act (2010) and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- Adapting assessment arrangements
- Adapting assessment materials
- The provision of specialist equipment or adaption of standard equipment
- Adaption of the physical environment for access purposes

Below are **example** arrangements, adjustments and adaptations that are considered to meet the needs of a candidate and the actions considered/taken by the school for the purposes of facilitating access:

<b>Example of candidate needs</b>	<b>Arrangements explored</b>	<b>Centre actions</b>
A wheelchair user	<ul style="list-style-type: none"> <li>● Desk</li> <li>● Rooms</li> <li>● Facilities</li> <li>● Seating arrangements</li> <li>● Practical assistant</li> </ul>	<p>Spaces desk to allow wheelchair access</p> <p>Allocates exam room which is on the ground floor near adapted bathroom facilities and an assisted opening door.</p> <p>Seat candidate by the exam room door</p> <p>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment.</p>
Significant difficulty in concentrating	<ul style="list-style-type: none"> <li>● Prompter (normal way of working in the centre, i.e. TA assistance)</li> </ul>	<p>Gathers evidence to support substantial and long term adverse impairment</p> <p>Confirms with candidate how and when they will be prompted</p> <p>Briefs invigilator to monitor candidate and the method of prompting</p> <p>Seats candidate in an appropriate location in the examination room to allow for close monitoring.</p>
Persistent and significant difficulties in accessing written text	<ul style="list-style-type: none"> <li>● Read aloud and reading pen</li> <li>● 25% Extra time</li> </ul>	<p>Gathers evidence to support substantial and long term adverse impairment, including testing and assessments by the ST, evidence</p>

		<p>of normal way of working and supporting statements from teaching staff, evidence of need in internal exams.</p> <p>Form 8 completed and application submitted online in January by ST and Exams Manager</p> <p>Candidate normally seated in access room</p> <p>Invigilator made aware of access arrangements and will keep a record of how much extra time is used.</p>
Medical condition such as diabetes	<ul style="list-style-type: none"> <li>• Rooms &amp; seating arrangements</li> <li>• Toilet breaks</li> <li>• Rest breaks</li> <li>• Food/drink in exam room</li> <li>• Access to phone to monitor levels</li> </ul>	<p>Obtain medical evidence</p> <p>Seat at front of room to allow ease of access to toilet</p> <p>Toilet breaks and time given back</p> <p>Rest breaks for when student fatigues</p> <p>Allow student to provide invigilator with insulin/food/drink with labels removed in case of low sugar levels</p> <p>Make arrangements for separate invigilation where appropriate and agreed by Examination Officer</p> <p>Confirm with student arrangements made</p>
Hearing difficulties	<ul style="list-style-type: none"> <li>• Hard copies of exam information given out verbally</li> <li>• Rooms &amp; seating arrangements</li> <li>• 25% Extra time</li> </ul>	<p>Obtain evidence to assess level of support needed</p> <p>Print copies of exam briefings and form tutor notices</p> <p>Seat near front of the room and notify invigilators, if necessary issue instructions via hand-outs and or notes such as 'stop writing'</p> <p>Confirm with student arrangements made</p>
A candidate with ADHD (Attention Deficit Hyperactivity Disorder)	<ul style="list-style-type: none"> <li>• Room &amp; seating arrangements</li> <li>• Supervised Rest Breaks</li> <li>• Prompter</li> </ul>	<p>Obtain Medical Evidence</p> <p>Gathers evidence to support <b>persistent difficulty</b> concentrating and poor working memory</p> <p>Confirms with candidate how and when they will be prompted</p> <p>Briefs invigilator to monitor candidate and the method of prompting</p> <p>Seats candidate in an appropriate location in the examination room to allow for close monitoring.</p>

## 2.5 Results

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Following the issue of results, awarding bodies make post-results services available.

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

### **Access to Scripts (ATS)**

Centres may request copies of scripts to support:

- reviews of marking; and/or

- teaching and learning

Requests must be submitted online via the awarding bodies' extranet sites.

Information on deadlines for Access to Scripts is found on awarding bodies' websites.

### **Reviews of Results (RoRs)**

- Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests
- Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE AS, A-level and GCSE specifications. It is also available for Level 1, 2 and 3 Vocational and Technical qualifications.
- Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation): A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample

Requests must be submitted online via the awarding bodies' extranet sites.

### **Appeals:**

- The appeals process is available after receiving the outcome of a review of results

Candidates are made aware of the arrangements for **post results services** and SLT availability on results days in the *Public Examinations Handbook*<sup>13</sup> which is issued to students at the start of the academic year, and on the school website prior to results days.

The information outlines in detail the post results services that are available to them should they disagree with a mark or a grade, this information includes the internal deadlines for applying, fees and how to make an application. The school undertakes to comply with the *JCQ 'Post Results Services guidance'*<sup>14</sup>.

### **Candidate Consent**

Candidates must provide their **written consent** for clerical re-checks, reviews of marking (and any subsequent appeal) and access to scripts services offered by the awarding bodies **after** the publication of examination results (GR 5.13)

(As applicable, it will be ensured that any private candidates are made aware that all post-results service requests can be made directly through the relevant awarding body)

All outcomes of post results requests will be made known to candidates as soon as possible via email to the candidate's Calday Email Address.

All post-results service requests from internal candidates must be made through the school examinations office and cannot be made directly from a candidate to the examination board. The exact process for requesting a post results service will be communicated to all candidates ahead of results day.

<sup>13</sup> Public Examinations Handbook <https://www.calday.co.uk/examinations>

<sup>14</sup> JCQ Post results services <http://www.jcq.org.uk/exams-office/post-results-services>

It is school policy that candidates must meet the cost of these services and pay the school at the time of application, fees which are subsequently waived by the examination board due to a grade change are then refunded to the candidate; normally in December once invoices have been received.

The school agrees to meet the cost of an individual review of marking, with candidate written consent, for any GCSE Maths or English result whereby a pass grade was not obtained and the candidate is within 5 marks of the pass grade and the candidate is disadvantaged, for example is in receipt of free school meals.

Departments may also choose, at their discretion, to fund reviews of marking for a sample of suitable candidates whereby they have a concern over the marking of a particular unit, as per item 6.7 in the *JCQ Post Results Services*<sup>15</sup> document.

Departments may also fund any review of moderation whereby teaching staff feel that the marks for an internally assessed piece of work have been lowered unfairly after moderation.

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<sup>15</sup> JCQ Post results services <http://www.jcq.org.uk/exams-office/post-results-services>

### 3. Coursework and Non-examination Assessments

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This policy is reviewed and updated annually to ensure that non-examination assessment at Calday Grange Grammar School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA/NEA VTQs and ICC refer to the JCQ documents **Instructions for conducting non-examination assessments (GCE & GCSE)**/(Vocational and Technical Qualifications) and **Instructions for conducting coursework**.

Coursework/non-examination assessments refer to any piece of written or practical work which is assessed by the school or an external examiner (normally prior to the examination period) and which contributes to a GCSE/ GCE qualification.

The purpose of these three policies is to cover the procedures for planning and managing assessments, define staff roles and responsibilities and to manage risks.

#### 3.1 Centre Assessed Standardisation

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Calday Grange Grammar School is committed to ensuring that Staff who assess the work of a candidate for external qualifications do this with expertise and in accordance with the specification for the qualification concerned. Where possible all internal assessment will be moderated and cross referenced within subject departments and in line with national subject specific standardisation. Some awarding organisations also offer online standardisation tools which should be utilised by staff.

All candidates will be made aware of the raw mark (not a Grade) that they have been awarded in all internally assessed work. **This mark is a non-moderated mark and is subject to change following moderation of all centres by exam boards.**

Candidates are informed (via the Public Examinations Handbook) of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

See section 5.1 for internal assessment appeals and reviews of marking for centre assessed work for details on how to make such a request.

#### 3.2 Coursework for GCE Policy

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When conducting coursework for GCE subjects, teaching staff must refer to the JCQ publication "*Instructions for conducting coursework*"<sup>16</sup>. However these instructions are in addition to any guidelines or regulations issued by an individual awarding organisation. If there is conflict

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<sup>16</sup> JCQ Instructions for conducting coursework <http://www.jcq.org.uk/exams-office/coursework>

between the awarding organisation's instructions and the JCQ instructions, the awarding organisation instructions will prevail.

Candidates are issued with the JCQ "*Information for candidates – coursework*" document within the *Public Examinations Handbook*. This outlines the candidate's responsibilities when completing coursework to ensure that all work is their own.

### Roles and Responsibilities

#### The **Head of centre**:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest versions of Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and Instructions for conducting coursework, and confirms:
  - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
  - (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities

#### The **Assistant Headteacher** supporting examinations will:

- Ensure, on behalf of the Head of Centre, that each department carries out coursework in accordance with the JCQ "*Instructions for conducting coursework*"
- Co-ordinate, with Heads of Faculty & Subject teachers, a schedule for coursework to be submitted
- Ensures the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

#### **Heads of Faculty** will:

- Ensure all teachers in each department understand their responsibilities with regard to coursework and are familiar with the contents of the JCQ "*Instructions for conducting coursework*"
- Ensure that standardisation of marking takes place for internally assessed work;
- Ensure that candidates work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies instructions (including endorsements).
- Ensure that all confidential materials, together with the work produced by the candidates, (including electronic) are stored securely at all times for the specified duration. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar;

**Teaching staff will:**

- Conduct coursework in line with the JCQ *“Instructions for conducting coursework”* publication and with the awarding organisation’s instructions
- Observe JCQ best practice guidance in the sharing and storing of previous year’s work with candidates as per JCQ *“Teachers sharing coursework with candidates”*<sup>17</sup>
- Notify the Examinations Officer if marking any work whereby a parental conflict exists
- Mark internally assessed work in line with marking criteria provided by the awarding body; Retain evidence of standardisation;
- Submit marks in the required format and provide the correct moderation samples to the Examinations Office in an accurate and timely manner
- Use only current assessment materials/tasks to assess candidates (in cases where the awarding organisation provides such material)
- Store all confidential materials, together with the work produced by the candidates, (including electronic) securely at all times for the specified duration. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar;
- Ensure that students and supervising teachers sign any required authentication forms on completion of an assessment (it is good practice to complete these in advance and sign them on completion of the assessment);
- Inform candidates of the mark awarded for any centre assessed work no later than 21 days before submitting marks to the examination board to allow for any reviews of marking or internal assessment appeals to take place. This is normally before the end of the Spring Term.

**Examinations Officer will:**

- Circulate updated versions of JCQ *Instructions for conducting coursework*<sup>18</sup> to Heads of Faculty at the start of the academic year
- Monitor the inputting of marks by teaching staff and submit these before the deadline;
- Despatch moderation samples to the awarding organisation, keeping a record of samples sent and proof of posting
- Issue a copy of ‘Information for candidates – coursework’ to all candidates via the Public Examination Handbook issued in hard copy in October/November to Years 11 and 13, and electronically via the school website to years 9, 10 & 12 (unless sitting an exam in year 10 or 12 in which case they will be issued with a hard copy).

### 3.3 Non-examination Assessment (NEAs) Policy

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NEAs measure subject specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are: task setting, task taking and task marking. In some

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<sup>17</sup> JCQ Teachers sharing coursework with candidates <https://www.jcq.org.uk/exams-office/non-examination-assessments/notice-to-centres-sharing-nea-material-and-candidates-work/>

<sup>18</sup> JCQ Instructions for conducting coursework <http://www.jcq.org.uk/exams-office/coursework>

subjects, work will be marked by the awarding organisation. For most subjects however, work will be marked by the centre and moderated by the awarding organisation.

The management of the NEA process is covered in the policy, and a risk assessment of the controlled assessment policy has also been completed and forms part of the examinations contingency plan.

### Roles and Responsibilities

The **Assistant Headteacher** supporting examinations will:

- Ensure, on behalf of the Head of Centre, that each department carries out NEAs in accordance with the JCQ “*Instructions for conducting non-examination assessments*”<sup>19</sup>
- Co-ordinate, with Heads of Faculty & Subject teachers, a schedule for NEAs to take place
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/ problems over the timing or operation of NEAs;
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure all staff, students and parents have access to a calendar of events. This is available on the school webpages and is updated throughout the school year.

**Heads of Faculty** will ensure:

- That appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates;
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers and are received and understood by candidates;
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- All teachers in each department understand their responsibilities with regard to NEA and are familiar with the contents of the JCQ publication “*Instructions for conducting non-examination assessments*”;
- The safe and secure conduct of NEAs in their area and comply with JCQ guidelines and awarding bodies’ subject-specific instructions;
- Appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria;
- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

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<sup>19</sup> JCQ Instructions for conducting non examination assessment <https://www.jcq.org.uk/exams-office/non-examination-assessments/>

**Teaching staff must:**

- Comply with the contents of the JCQ publication “*Instructions for conducting non-examination assessments*”;
- Comply with the contents of the JCQ publication “*AI Use in Assessments: Protecting the Integrity of the Qualifications*”;
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body’s specification for conducting non-examination assessments, including any subject-specific instructions, teachers’ notes or additional information on the awarding body’s website
- Ensure the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries
- Work with the ST to ensure any access arrangements for eligible candidates are applied to assessments
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Be aware of the JCQ “*Notice to Centres - Teachers sharing assessment material and candidates’ work*”<sup>20</sup>
- Ensure candidates understand the JCQ document “*Information for candidates - non-examination assessments*” and “*Information for candidates - social media*”<sup>21</sup>, which is issued within the Public Examinations Handbook at the start of the year.
- **Task setting** - select tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification. Make candidates aware of the criteria used to assess their work
- **Task issuing** – determine when set tasks are issued by the awarding body; obtain confidential materials in sufficient time to prepare for the assessment(s); ensure that materials, together with the work produced by the candidates are stored securely at all times; identify when tasks should be taken
- **Task taking** –
  - **Supervision** - Supervise assessments in line with the awarding body’s subject-specific requirements, only permitting assistance to students as the specification allows; ensure there is sufficient supervision to enable the work of a candidate to be authenticated and ensure the work a candidate submits is their own; where candidates may work in groups, keep a record of each candidate’s contribution; ensure candidates are aware of and comply with the JCQ *Information for candidates – non-examination assessments*<sup>22</sup> and *Information for candidates – social media*<sup>23</sup>, which are issued in the Public Examinations Handbook.
  - **Advice and feedback** - As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task; when reviewing

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<sup>20</sup> <https://www.jcq.org.uk/exams-office/non-examination-assessments/notice-to-centres-sharing-material-and-candidates-work/>

<sup>21</sup> <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

<sup>22</sup> JCQ Information for candidates – non-examination assessment <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

<sup>23</sup> JCQ Information for candidates – social media <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates; allow candidates to revise and re-draft work after advice has been given at a general level; record any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner; ensure when work has been assessed, candidates are not allowed to revise it

- **Resources** - Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks; Ensure conditions for any formally supervised sessions are known and put in place and are understood and followed by candidates; ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions; ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- **Collaboration and group work** - unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work; Ensure that it is possible to attribute assessable outcomes to individual candidates; Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment; Assess the work of each candidate individually
- **Authentication** - ensure candidates **sign a declaration** confirming the work they submit for final assessment is their own unaided work; sign the teacher declaration of authentication confirming the requirements have been met; Keep signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later; provide signed candidate declarations where these may be requested by a JCQ Centre Inspector  
Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in *JCQ Instructions for conducting non-examinations assessments* and informs the exams officer
- **Presentation of work** - Instruct candidates to present work as detailed in *JCQ Instructions for conducting non-examinations assessments* unless the awarding body's specification gives different subject-specific instructions, Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work  
Refer to the awarding body's specification to determine where word and time limits apply/are mandatory
- Keeping **materials secure** at all times as defined in in *JCQ Instructions for conducting non-examinations assessments*
- **Task marking – externally assessed components**
  - Liaise with the examinations office regarding arrangements for the conduct of any externally assessed non-examination component of a specification; ensures the externally assessed component is conducted within the window specified by the awarding body; Liaise with the Visiting Examiner where this may be applicable to any externally assessed component; Ensure the awarding body's attendance

register for any externally assessed component is completed correctly; Provide the attendance register to a Visiting Examiner

- **Task marking – internally assessed components**
  - Marking and annotation - mark candidates' work in accordance with the marking criteria provided by the awarding body; annotates candidates' work as required; Informs candidates of their marks, in a timely manner, which could be subject to change by the awarding body moderation process;
  - Notifies the examination office whereby any parental conflict may exist;
  - Internal standardisation - Indicate on work (or cover sheet) the date of marking; Mark to common standards and to the criteria provided by the awarding body
  - Submission of marks and work for moderation - Inputs and submits marks online by the internal deadline, ensuring marks are checked to avoid transcription errors, keeping a record of the marks awarded; Provides the moderation sample any other subject-specific information to the exams officer to the internal deadline
  - Storage and retention of work after submission of marks - Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample; Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results; Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place; Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)
- **Marking** – Inform candidates of the mark awarded for any centre assessed work no later than 3 weeks before submitting marks to the examination board to allow for any reviews of marking or internal assessment appeals to take place. This is normally before the end of the Spring Term.
- **Post-results** - Provide advice and guidance to candidates on their results and the post-results services available; Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline; Support the exams officer in collecting candidate consent where required

#### **The Examinations Officer will:**

- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment
- Enter students for the assessment as per the entry codes provided by teaching staff
- Issue a copy of 'Information for candidates – controlled assessment' to all candidates via the Public Examination Handbook issued in hard copy in October to Years 11 & 13, and electronically via the school website to years 9, 10 & 12 (unless taking an exam in the current season in which case a hard copy will be issued)
- Take responsibility for receipt, safe storage and transmission of materials
- Task marking (externally assessed components) - Following instruction from teaching staff, arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification; Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner; Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work and keeps a copy of until after the deadline for enquiries about results; packages the work as required

by the awarding body; despatches the work to the awarding body's instructions by the required deadline

- Task marking (internally assessed components) - Collates and monitors the marks from teaching staff in the required format and submits marks to the awarding body deadline
- Submission of marks and work for moderation - Monitors teachers inputting of marks and submits marks online via the awarding body secure extranet site; Once received from teaching staff, submits the requested samples of candidates' work (along with any authentication forms and subject specific information) to the moderator by the awarding body deadline, keeping a record of the work submitted; Ensures that for postal moderation work is dispatched in packaging provided by the awarding body with the moderator label(s) and that proof of dispatch is obtained and kept on file until the successful issue of final results; Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention; Accesses or signposts moderator reports to relevant staff; Takes remedial action, if necessary, where feedback may relate to centre administration
- Special consideration - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale and keeps required evidence on file to support the application
- Malpractice - Ensure that candidates are issued with the JCQ information for candidates documents at the start of the academic year; Ensure that Heads of Faculty are emailed with the JCQ Instructions for conducting non-examinations assessments.
- Post results - Provides/signposts relevant centre staff and candidates to post-results services information; Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline; Collects candidate consent where required.

#### **The Assistant SENDCO:**

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

#### **Practical Skills Endorsement for the A Level Sciences**

##### **Head of centre:**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities

**Head of Faculty:**

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics.
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

**Teaching staff:**

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

**Exams Officer:**

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

**Spoken Language Endorsement for GCSE English Language****Head of centre**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

**Head of Faculty**

- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

**Subject teacher**

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

**Examinations Officer**

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

**Malpractice**

The procedures for managing student and staff malpractice and maladministration during assessment (including controlled assessment, coursework and non-examination assessments) can be found in section 4 of this document.

### 3.4 Deadlines and Submission of Coursework & NEAs

The school's approach to coursework planning and deadlines reflects the importance of this element of GCSE & A Level courses and our intention is to support our students in every way in order to reduce stress and pressure

Effective time management is very important. Students must follow and act upon the advice given by their teachers. It is important that students are aware of:

- The amount of time to be spent on any coursework task
- The need for planning on long term projects
- Any deficiencies highlighted in the monitoring of coursework

#### **Teaching staff** must

- Ensure that all students are given the same and sufficient time to complete the work
- Provide students with clear instructions as to the time and place to hand in work
- Ensure that a deadline is set which allows an internal assessment appeal or a review of centre of assessed work to take place prior to submitting marks to the awarding body

#### **Students** must

- Hand in the work by the agreed published departmental deadline
- Hand in the work to the designated teacher and not given to another student to hand in (if a student is absent from school on the deadline day, a parent or carer must bring the work to school to be handed in to meet the deadline)

If the coursework has not been completed by the deadline, the incomplete work must be handed in by the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.

Normally there will be no extension of a coursework deadline if a student is absent for a day or two during the period that the coursework is being completed.

If there are any special circumstances e.g. play rehearsals or a prolonged absence covered by a medical certificate, there is a possibility of an extension but this must be negotiated with the Head of Centre. A note will be given to the Head of Faculty and parents to confirm the extension.

## 4. Malpractice<sup>24</sup>

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Malpractice refers to any deliberate act or practice which compromises, or threatens to compromise the process and integrity of assessment, and as a result the validity of the result or certificate awarded.

Assessment processes and outcomes can also be put at risk through maladministration; whilst malpractice is a deliberate act, maladministration may be accidental or a result of incompetence or a simple mistake.

The purpose of this policy is to reduce the risk of malpractice and/or maladministration by:

- increasing awareness and understanding of the actions that constitute malpractice and/or maladministration by learners, teachers, trainers, and other staff
- to reduce risk of breach of regulations through ignorance;
- to aid detection of any irregularities;
- explaining how learners and staff will be made aware of this policy;
- identifying strategies to be employed to minimise risk of learner malpractice;
- describing how instances of alleged malpractice will be dealt with

Caldy Grange Grammar school will not tolerate actions (or attempted actions) of malpractice by staff or learners. The school is committed to investigating all cases of suspected malpractice. Where cases of suspected malpractice are proven, the school is fully committed to take appropriate action, including applying punitive measures and reporting suspected malpractice to the appropriate examination board in order to maintain the integrity of assessment and certification.

All staff have a professional duty to ensure that they uphold this policy. Whilst the policy sets out general principles in addition staff must also ensure that they abide by the specific assessment requirements for each course as laid down by the awarding organisation for each subject specification.

### 4.1 Assessment Malpractice

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Malpractice during an assessment includes:

- Taking someone else's work, images or ideas and passing it off as your own e.g. using the Internet to cut and paste material from a website, or by taking another student's work that has been emailed to you. This is called **plagiarism**;
- **Cheating**, this is acting unfairly or dishonestly to gain an advantage;
- Agreeing with others to cheat or deceive e.g. by allowing other students to copy your work. This is known as **collusion**;
- Failing to follow the instructions given by staff conducting examinations and controlled assessments;

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<sup>24</sup> JCQ malpractice documents and information <https://www.jcq.org.uk/exams-office/malpractice/>

Some examples of malpractice and maladministration taken from the JCQ's documentation can be found below, more comprehensive examples can be found in the JCQ publication, *Suspected Malpractice in Examinations and Assessments*<sup>25</sup>.

## 4.2 Examples of Staff Malpractice

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This list below is not exhaustive and the School at its discretion may consider other instances of malpractice.

- 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; Assisting students 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 producing work for the student;
- Producing falsified witness statements, for example for evidence the student has not generated;
- Allowing evidence to be included for assessment which is known by the staff member not to be the student's own;
- Facilitating and allowing impersonation;
- Misusing the conditions for special student requirements;
- Falsifying records/certificates, for example by alteration, substitution, or by fraud;
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment;

## 4.3 Examples of Maladministration<sup>26</sup>

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This list below is not exhaustive and the School at its discretion may consider other instances of maladministration.

- Failing to ensure that candidate's coursework or work to be completed under controlled conditions is adequately monitored and supervised
- Failing to conduct examinations in accordance with JCQ's *Instructions for conducting examinations*
- Failing to retain candidates coursework in secure conditions after the authentication statements have been signed or the work has been marked

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<sup>25</sup> JCQ Suspected Malpractice in Examinations and Assessments <https://www.jcq.org.uk/exams-office/malpractice/>

<sup>26</sup> JCQ Suspected Malpractice in Examinations and Assessments <https://www.jcq.org.uk/exams-office/malpractice/>

- Failure to notify the awarding organisation of an instance of suspected malpractice as soon as possible
- Failing to maintain the security of candidate scripts prior to despatch to the awarding organisation or examiner

#### 4.4 Examples of Student Malpractice <sup>27</sup>

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This list below is not exhaustive and the School at its discretion may consider other instances of malpractice.

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding organisation in relation to the examination or assessment rules and regulations;
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- Collusion: working collaboratively with other candidates, beyond what is permitted;
- Copying from another candidate (including the use of ICT to aid the copying);
- Allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- Disruptive behaviour (such as trying to engage another candidate in verbal or non-verbal communication) or causing a disturbance in the examination room (such as laughing, turning around or using offensive language) or during an assessment session.
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- Making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- Allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- Bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;
- Impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- Artificial Intelligence (AI): Examples of AI misuse include, but are not limited to, the following: copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own; copying or paraphrasing whole responses or 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.
- Plagiarism: unacknowledged copying from published sources (including AI generated content) or incomplete referencing;

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<sup>27</sup> JCQ Suspected Malpractice in Examinations and Assessments <https://www.jcq.org.uk/exams-office/malpractice/>

- Bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, iPads, Watches, Smart Glasses/Devices, mobile phones, MP3 players, pagers or other similar electronic devices;
- Behaving in a manner so as to undermine the integrity of the examination.
- Failing to follow the instructions of the invigilators.

## 4.5 Preventing Malpractice

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To reduce the risk of malpractice, the following actions will be taken:

### Informing students

The school will communicate the policy on malpractice to students via a student information document<sup>28</sup>, titled *A Student's Guide to Malpractice* which is included in the *Public Examinations Handbook* which is made available on the school website during the Autumn term, and issued in hard copy shortly before the summer examinations.

The following formal notices provided by the JCQ are also included in the *Public Examinations Handbook*<sup>29</sup>:

- *Information for candidates – Written examinations*
- *Information for candidates – Non-examination Assessments*
- *Information for candidates – Coursework*
- *Information for candidates – Onscreen tests*
- *Information for candidates – Privacy notice*
- *Information for candidates – Social Media*
- *JCQ AI Use in Assessments*
- *JCQ Warning to Candidates*
- *JCQ No Mobile Phones*

Heads of Faculty and Curriculum co-ordinators have responsibility for ensuring that learners are made aware of this policy before undertaking any assessed work which has the potential to contribute to the awarding of a qualification.

### Staff responsibilities

Heads of Faculty and Curriculum co-ordinators have responsibility for implementing assessment practices that reduce the opportunity for malpractice, including for example:

- Periods of supervised sessions during which evidence for assessments is produced by the learner;
- Altering assessment assignments/tasks/tools on a regular basis;

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<sup>28</sup> formerly Student Assessment Malpractice Policy 2014-15

<sup>29</sup> Public Examinations Handbook <https://www.calday.co.uk/examinations>

- Using oral questions with learners for a single assignment/task in a single session for the complete cohort of learners;
- Ensuring access controls which prevent learners from accessing and using other people's work when using networked computers;
- Requiring learners to sign to declare that their work is their own when submitting assessments.
- Maintaining confidentiality of any live assessment materials where required by the awarding body
- Ensuring that teaching staff contracted by an awarding body to create and produce examination papers inform the Head of Centre of their role. They must declare to the awarding body which specification they are teaching and where, and also avoid involvement in the preparation and delivery of revision sessions and mock examinations where possible.

### AI in Examinations and Assessments

The Exams Officer will share with the Head of Centre and all Heads of Faculty at the beginning of the Academic Year all of the relevant JCQ documentation that they need to be familiar with, this includes the JCQ AI use in Assessments: Protecting the Integrity of Qualifications document.

Staff are specifically directed to the JCQ AI Use in Assessments<sup>30</sup> document regarding when and how AI can be used in exams and assessments, their role in managing the risk of AI misuse and its appropriate use.

This information is disseminated to students during class time with subject teachers and each student is given a copy of the Public Examination Handbook in the October before their GCSE's and A Level examinations which draws their attention to the appropriate use of AI and AI misuse.

Students and Centre Staff are aware of the risks of using AI and all are given information on what constitutes malpractice.

It is the Head of Centre's duty to ensure that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work.

Teachers/Assessors must only accept work for qualification assessments which is the students' own work and any use of AI is referenced appropriately.

Students who misuse AI such that the work they submit for assessment is not their own (for example, by not referencing AI use) will have committed malpractice, in accordance with JCQ regulations and may attract severe sanctions.

When teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action, in line with school policy.

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<sup>30</sup> JCQ AI use in Assessments <https://www.jcq.org.uk/knowledge-hub/ai-use-in-assessments-your-role-in-protecting-the-integrity-of-qualifications/>

## 4.6 Suspected Malpractice

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The school will handle any incidents of suspected malpractice in line with the JCQ's publication *Suspected Malpractice in Examinations and Assessments*<sup>31</sup>. The JCQ document also provides further examples of malpractice and outlines the awarding organisation's investigation, sanctions and appeals procedures.

### 4.6a Reporting Suspected malpractice

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Malpractice can be reported by a variety of people, either within school or from outside of the school, including the awarding organisations and their examiners.

#### Malpractice reported within school:

All school staff have a responsibility for reporting any suspected incidences of staff or student malpractice through the appropriate channels. Students will be made aware of the procedure for reporting any allegations of suspected malpractice via this *Examinations and Assessment Policy*.

#### Allegations made by **school staff**:

Allegations of suspected staff / student malpractice to be made to the Head of Centre

#### Allegations made by **students**:

All school staff have a responsibility to ensure that any allegations made to them in their professional capacity are taken seriously and reported through the correct channels:

Allegations of suspected staff malpractice and/or student malpractice to be reported to the Head of Centre;

The School will consider allegations that are made verbally but will request in all cases that allegations are put in writing with any supporting evidence that is available.

#### Reporting to Awarding Organisations:

The school accepts the responsibility to report any suspicion of student or staff assessment malpractice to the appropriate awarding organisation. The only exception to this relates to assessment malpractice in coursework or controlled assessment which is discovered prior to the student signing the declaration of authentication. In these cases the incident need not be reported to awarding bodies, but will be dealt with in accordance with the school's disciplinary / student management procedures. Any work which is not the student's own will not be given credit; in addition a note will be added to the cover sheet to detail any assistance that has been given.

In all other instances of suspected malpractice the Head of Centre will submit the fullest details of the case at the earliest opportunity to the relevant awarding organisation as per JCQ regulations.

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<sup>31</sup> JCQ Suspected Malpractice in Examinations and Assessments <http://www.jcq.org.uk/exams-office/malpractice>

### Malpractice reported by Awarding Organisations:

Suspected malpractice may also be reported to awarding organisations by examiners, moderators, regulators or members of the public. In such cases the Head of Centre may be asked to conduct a full investigation or the awarding organisation may decide to investigate the matter directly.

## 4.6b Investigating Suspected Malpractice

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### Investigating Staff Malpractice

If malpractice is suspected by school **staff** there will be a process of investigation, to establish the full facts and circumstances of any allegations or evidence, such an investigation will usually be under the terms of the school's *Staff Disciplinary Policy and Procedure* given the potential seriousness of the matter.

The Head of Centre will usually nominate an investigating officer. In order to avoid conflicts of interest investigations into suspected malpractice should not be delegated to the manager of the section, team or department involved in the suspected malpractice.

Any disciplinary investigation will proceed as described in the *Staff Disciplinary Policy and Procedure* and include provision for:

- The member of staff to be informed about the concerns and possible consequences;
- Possible suspension depending on the circumstances of the case;
- The member of staff to be accompanied at any subsequent investigation meeting;
- Collection of evidence related to the alleged malpractice;
- The review of evidence and production of a report;
- A decision to be made on whether or not to proceed to a formal disciplinary hearing;
- If necessary a formal hearing with a right of representation.

In cases where it is believed, following an investigation and hearing, that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed by the school of the allegation of malpractice and they will be given the supporting evidence for their consideration;
- The school will take disciplinary action commensurate with the seriousness of the malpractice. There will be a right of appeal against any formal disciplinary warning or dismissal.

In any instances where suspected malpractice will be reported to awarding bodies the school will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

### Investigating Student Malpractice

Incidences of **student** malpractice will be investigated in a similar manner by the Head of Centre. As with staff malpractice potential conflicts of interest will be avoided by nomination of an

investigating officer who is external to the management of the student and/or particular curriculum area.

Investigations will proceed through the following stages:

- The student will be informed about the issues, possible consequences and right of appeal;
- Collection of evidence related to the alleged malpractice;
- The review of evidence and production of a report;
- A formal meeting between the Head of Centre and the student against whom an allegation has been made.

In cases where it is believed that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed by the school of the allegation of malpractice and they will be given the supporting evidence for their consideration (see section 4.7 for details about sanctions and penalties which can be applied by the awarding organisation);
- The school will take internal disciplinary action in line with the school *Behaviour Policy*<sup>32</sup>. This action will be commensurate with the seriousness of the malpractice. The right of appeal against any disciplinary action will be outlined to the student in writing at the time the decision is made.

In any instances where suspected malpractice will be reported to awarding organisation the school will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

#### 4.7 Malpractice Sanctions and Penalties by the Awarding Organisation

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On receipt of notification of suspected malpractice, the awarding organisation will decide how to proceed with the incident. Where malpractice is identified, the awarding organisation will decide on the sanctions and penalties to impose. Please refer to the *JCQ Suspected Malpractice*<sup>33</sup> document for full details of such procedures and processes.

In all cases, the final awarding decisions are taken by the awarding organisations. Details of appeals against an awarding organisation's decision can be found in section 5.3 of this document.

### 5. Whistleblowing Policy

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Whistleblowing at Calday Grange Grammar School 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 board at Calday Grange 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.

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<sup>32</sup> CGGS Behaviour Policy <https://www.calday.co.uk/policies>

<sup>33</sup> JCQ Suspected Malpractice in Examinations and Assessments <http://www.jcq.org.uk/exams-office/malpractice>

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**<sup>34</sup>, Calday Grange 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**<sup>35</sup> 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*<sup>36</sup>.

This policy sets out the whistleblowing procedures at Calday Grange. It has been produced by the Assistant Headteacher with responsibility for examinations, who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. The Assistant Headteacher is fully aware of the contents of this policy 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.

## 5.1 Purpose of the policy

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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
- 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 Calday Grange fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

## 5.2 The whistleblower

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<sup>34</sup> Reference [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

<sup>35</sup> Reference [www.jcq.org.uk/exams-office/malpractice/](http://www.jcq.org.uk/exams-office/malpractice/)

<sup>36</sup> Reference [www.jcq.org.uk/examination-system/imc-home/](http://www.jcq.org.uk/examination-system/imc-home/)

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.

### 5.3 Reporting

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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 Assistant Headteacher, the member of the senior leadership team with oversight of examination administration.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

#### Examples of malpractice

In addition to the centre 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

### 5.4 Whistleblowing procedure

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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 disclosure<sup>37</sup> to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

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<sup>37</sup> Reference [www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/](http://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)<sup>38</sup> offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights<sup>39</sup>. 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 it<sup>40</sup>.

Alternatively, a worker could consider making a disclosure to Ofqual<sup>41</sup> 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'<sup>42</sup>. 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 Calday Grange 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.

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<sup>38</sup> Reference **Public Interest Disclosure Act 1998** [www.legislation.gov.uk/ukpga/1998/23/contents](http://www.legislation.gov.uk/ukpga/1998/23/contents)

<sup>39</sup> Reference <https://protect-advice.org.uk/pida/>

<sup>40</sup> Reference [www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/](http://www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/)

<sup>41</sup> Reference [www.gov.uk/guidance/ofquals-whistleblowing-policy](http://www.gov.uk/guidance/ofquals-whistleblowing-policy)

<sup>42</sup> Reference [www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies](http://www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies)

## 6. Appeals Procedures

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Whereby it is felt that a decision made by an awarding organisation, or the assessment process has not been correctly applied, appeals processes are available to candidates and centres. Appeals can be made against:

- Internal assessment decisions
- Reviews of marking for centre assessed work
- Decisions by the school not to support an Review of Marking (ROM)
- Outcome of an Review of Marking (ROM)
- Malpractice decisions made by an awarding organisation
- Decisions made by an awarding organisation regarding access arrangements or special consideration

### 6.1a Internal Assessment Appeals

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The JCQ *General regulations*<sup>43</sup> require schools to have a written internal appeals procedure relating to internal assessment decisions<sup>44</sup>.

The school is committed to ensuring that whenever its staff mark candidate's coursework that this is done fairly, consistently and in accordance with the awarding organisation's specification and subject specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding organisation. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

After candidates' work has been internally assessed, it is moderated by the awarding organisation to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the school and is not covered by this procedure.

#### Internal assessment appeals procedure

1. Appeals must be made as soon as possible and no later than 14<sup>th</sup> April 2026 (exceptions for Art, Drama, Music and PE, please check with the Head of Faculty), this is to ensure

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<sup>43</sup> JCQ General regulations <http://www.jcq.org.uk/exams-office/general-regulations>

<sup>44</sup> JCQ Appeals against internal assessments of work template <https://www.jcq.org.uk/exams-office/appeals/>

that the process can be concluded prior to the final submission of marks to the examination board.

2. Appeals must be made in writing, using the Internal appeals form (available from the examinations office) by the candidate to the Examinations Officer at the school address: (or via email to [examsinbox@calday.co.uk](mailto:examsinbox@calday.co.uk))

Exam Office  
Calday Grange Grammar School  
Grammar School Lane  
West Kirby Wirral  
CH48 8GG

3. The Head of Centre will appoint an appeals panel to conduct the investigation. The appeal panel will consist of senior members of staff who have had no involvement in the internal assessment process for that subject.
4. The purpose of the appeal panel will be to decide whether the process used for internal assessment conformed to the awarding organisation's specification and subject-specific associated documents.
5. The Head of Faculty must provide the following evidence for the appeal panel:
  - a. Faculty minutes to indicate that the school procedure for internally assessed coursework/controlled assessment was discussed and given out to new and existing members of the department.
  - b. The mark scheme or marking criteria for the coursework provided by the awarding organisation.
  - c. The subject mark scheme or marking criteria given to the teachers for marking the coursework if this differs from that of the awarding organisation.
  - d. Dates when the coursework was set and to be handed in for each student.
  - e. Evidence that all teaching groups have been given the same length of time.
  - f. The subject policy for candidates who were absent when the coursework was set or were absent for part of the period during which the coursework was being carried out.
  - g. Dates when the coursework was marked by the teachers.
  - h. The name of the teacher in charge of the internal standardisation.
  - i. Evidence that the information from this meeting was disseminated to the subject.
  - j. Dates(s) for subject standardisation meeting and teacher in attendance.
  - k. If the teacher assessing the piece of coursework was absent, what was done to ensure that the information was given to the teacher
  - l. Copy of coursework marks sent to the awarding organisation.

The above information should be provided in a ring binder. If an appeal application is made, the Head of Faculty would only have a short time to provide this information for the

appeal panel. It would be advisable to set up this binder at the beginning of the course and update it each year.

The evidence above may only be requested by a JCQ inspector or the awarding organisation if a parent makes a further appeal against the panel's decision.

6. The candidate will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding organisation, and any changes made to internal assessment procedures
7. The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding organisation on request. Should the appeal bring any irregularity in procedures to light, the awarding organisation will be informed.

### 6.1b Reviews of Marking – Centre Assessed work

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Caldy Grange Grammar School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. The school:

1. Will ensure that candidates are informed of their centre assessed marks after the Spring break (this will be later for subjects such as Art, Drama and PE where a visiting moderator is needed). In order that they may request and receive a completed review of the centre's marking before marks are submitted to the awarding body (deadlines vary however normally first week in May for GCSEs and second week for GCEs).
2. Will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Will, having received a request for copies of materials, promptly make them available to the candidate.
4. Will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Expects that any requests for reviews of marking from students **must** be made in writing promptly after receiving copies of any materials, and must state the grounds for appeal.

6. Will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Will inform the candidate in writing of the outcome of the review of the centre's marking.
10. Will ensure that the outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the school and is not covered by this procedure.

## 6.2 Post-results Appeals

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### Appeals against centre decisions not to support a review of marking

In all cases the school will support and apply for an individual enquiry about results whereby the candidate meets the cost of the fees for the service. In some cases the school will pay for an individual enquiry about results or review of moderation (see section 2.5 for circumstances whereby the school agrees to meet the cost).

If the candidate believes that there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the examinations office using the **internal appeals form** (available from the examinations office) at least **one week prior to the school's internal deadline** for submitting an enquiry about results application.

Once the appeal has been submitted, the Head of Centre will appoint an appeals panel to conduct the investigation. The appeal panel will consist of at least two members of SLT. The purpose of the appeal panel will be to decide whether the centre's decision is in line with the school policy as outlined in section 2.5 of this document, or if a department's decision not to review the marks of a sample of candidates is considered fair and reasonable.

The candidate will be notified of the outcome of the appeal in writing and in advance of the awarding bodies deadline for submitting enquiries about results.

### Appeals procedure following the outcome of a review of marking and school's decision not to support an appeal to awarding body

The school advises any candidate who has concerns about an outcome **after** a ROM to talk their concern through with the examinations office within 5 calendar days after the outcome. Any grounds for a Preliminary Appeal must relate to the awarding organisation's procedures or the application of the post-results services procedures<sup>45</sup>.

Following discussion with the examinations office and/or head of centre, the centre may apply for a Preliminary Appeal if this is considered appropriate. The fee for this must be paid for by the candidate. Where the head of centre is satisfied after receiving the outcome of an ROM, and does not feel that a Preliminary Appeal is appropriate, the candidate may make a further representation to the head of centre following the process below. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

- The candidate should appeal against the decision of the centre using the internal appeals form (available from the examinations office), no later than 10 calendar days from the date of the ROM outcome.
- The centre will then arrange a meeting with the candidate and their parent/carer, the subject teacher concerned, The Examinations Officer and the Head of Centre or his representative from the senior staff.
- The candidate and their parent/carer will be able to present their reasons for asking for the review at this meeting.
- The Head of Centre or his representative will make a final decision on whether the appeal should go ahead, and will inform the candidate and their parent/carer verbally, then in writing of the decision.
- If the final decision is to proceed with the request for a review, the examination team will carry this order out to meet the appropriate deadline which is 30 calendar days from the date of the ROM outcome.

Full details of the awarding body appeals process can be found in the *JCQ Appeals Booklet*<sup>46</sup>.

### 6.3 Appeals Against an Awarding Organisation's Malpractice Decision

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When suspected malpractice is reported to an awarding organisation, they will make a decision on the case and may impose sanctions. The Head of Centre may appeal such findings on behalf of the candidate, the centre or members of centre staff. Candidates and/or their parents/carers are not able to appeal directly to the awarding organisation.

The Head of Centre will decide whether to proceed with an appeal if it is believed that there are reasonable grounds which relate to the incident.

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<sup>45</sup> JCQ Post Results Services <http://www.jcq.org.uk/exams-office/post-results-services>

<sup>46</sup> JCQ Appeals Booklet <http://www.jcq.org.uk/exams-office/appeals>

The JCQ *Appeals Booklet* outlines the full appeals process<sup>47</sup>.

## 6.4 Appeals Relating to Access Arrangements and Special Consideration

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This procedure confirms Calday Grange's compliance with JCQ's General Regulations for Approved Centres (section 5.3x) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

Calday Grange will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications *Access Arrangements and Reasonable Adjustments* and *A guide to the special consideration process*
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

### Access arrangements and reasonable adjustments

In accordance with the regulations, Calday Grange:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

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

Examples of failure to comply include:

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

### Special consideration

Where Calday Grange can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily

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<sup>47</sup> JCQ Appeals Booklet <http://www.jcq.org.uk/exams-office/appeals>

experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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

This may include Calday Grange decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where Calday Grange makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted within 5 calendar of the decision being made known to the appellant (copy of appeal form available on request to exams office)

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

The appellant will be informed of the outcome of the appeal within 5 working days of the appeal being received and logged by the centre

If the appeal is upheld, Calday Grange will proceed to implement the necessary arrangements or submit the necessary application.

#### Appeals regarding awarding body decisions relating to access arrangements, reasonable adjustments and special considerations

When access arrangements or special consideration is applied for and a decision made by the awarding organisation, the Head of Centre may disagree with the decision made and wish to appeal. An appeal would need to be made on the grounds that the awarding organisation has not followed the procedures as per the JCQ principles and regulations for access arrangements or special consideration<sup>48</sup>.

The Head of Centre may appeal such decisions on behalf of the candidate, the centre or members of centre staff. Candidates and/or their parents/carers are not able to appeal directly to the awarding organisation.

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<sup>48</sup> JCQ Access Arrangements, Reasonable Adjustments and Special Consideration  
<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

The JCQ *Appeals Booklet* outlines the full appeals process<sup>49</sup>.

## 7. Data Protection, Copyright and Safeguarding

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Candidate's relevant personal data (name, date of birth, gender, examination number, UCI, ULN number and subject entries) will be transferred to the awarding bodies for the purpose of examining and awarding qualifications. The awarding bodies will process such personal data in accordance with the *Data Protection Act 1998* and from May 2018 in accordance with the General Data Protection Regulation and any regulatory requirements as specified by the qualification regulations. Candidates are issued with a copy of the Information for candidates – privacy notice<sup>50</sup> within the *Public Examinations Handbook*, this outlines to students how their data will be used.

The personal data of any person involved in administering, teaching, or completing examinations/assessment where malpractice is suspected or alleged, may be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *Suspected Malpractice in Examinations and Assessments*.

If an access arrangement or special consideration request is made, this information will also be shared with the awarding bodies in accordance with the JCQ publications *Access Arrangements, Reasonable Adjustments and Special Consideration*. Information received as part of a special consideration request will be handled in a confidential manner by the examinations office and will not be shared with teaching staff unless a safeguarding concern is raised. Any evidence or applications submitted will be held on file until after the deadline for appeals has passed as per the JCQ instruction, and will then be destroyed in a confidential manner.

### 7.2 Copyright

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The school agrees to observe the awarding organisation's copyright of all question papers. In accordance with this licence, question papers, for security purposes, will not be released from secure storage to teaching staff until **24 hours after the published finishing time for the examination**.

### 7.3 Safeguarding

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The school is committed to safeguarding and promoting the welfare of children. All members of staff, including invigilators are subject to Disclosure and Barring Service (DBS) checks, reference

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<sup>49</sup> JCQ Appeals Booklet <http://www.jcq.org.uk/exams-office/appeals>

<sup>50</sup> JCQ Information for candidates – privacy notice <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

checks<sup>51</sup>. Invigilators attend the school on a regular basis and also kept up to date in safeguarding training as per the school's *Safeguarding Policy & Procedures*<sup>52</sup>.

## **8. Complaints**

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The school and the examinations team work very hard to ensure that procedures are followed and that all students receive a fair and equal opportunity to perform to their best during any examination or assessment. However, should you have any concerns or complaints about the delivery or administration of any examinations or assessments, please contact the examinations office in the first instance via email to [examsinbox@calday.co.uk](mailto:examsinbox@calday.co.uk) making your email for the attention of the Examinations Officer. We will aim to handle your concern seriously and hope to resolve the issue. Following a response, if you remain dissatisfied and wish to take the matter further, please see the School's Concerns & Complaints procedure which can be found on the school's website <https://www.calday.co.uk/policies>

## **9. Monitoring and Evaluation**

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This policy will be available on the school webpages in the Policies section, and in the examination policies section. Its availability will be brought to the attention of candidates and parents via the school communications system and in the Public Examinations Handbook.

Date of drafting: November 2017

Date for review: November 2026

Date of approval:

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<sup>51</sup> Calday Grange Grammar School webpages <https://www.calday.co.uk/>

<sup>52</sup> CGGS Safeguarding Policy & Procedures <https://www.calday.co.uk/policies>