Exams Policy
Non-Statutory

Owner	Exams Officer
Date of last review	April 2024
Date of next review	March 2025
Reviewed by	D Barsby

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1. Introduction and aims

Fortismere is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- the planning and management of exams is conducted in the best interest of candidates
- our system of exams administration is efficient and clear, and staff and students understand what is required and expected of them
- we comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

This policy is reviewed annually to ensure that any changes that made to the JCQ guidance documents and awarding body regulations are reflected accordingly.

In addition to the specific guidance referred to throughout the policy, Fortismere 'Exams Policy sits in line with the requirement set out in each of the following publications:

- General Regulations for Approved Centres (GR)
- Instructions for Conducting Examinations (ICE)
- Instructions for Conducting MFL Listening Examinations
- Access Arrangements and Reasonable Adjustments (AA)
- Suspected Malpractice - Policies and Procedures (SM)
- Instructions for conducting non-examination assessments (NEA)
- A guide to the special consideration process (SC)

2. Roles and responsibilities

2.1 All staff

All members of staff involved in our exam processes must read, understand and implement this policy.

2.2 Students / candidates

All students will be issued with a student friendly 'Exams Booklet' which sets out the key information from this policy that students are required to be aware of to ensure that the school continues to be fully compliant with all its arrangements for examinations.

2.3 Head of Centre:

The Head of Centre (HOC) can delegate tasks related to the responsibilities set out in this policy but cannot delegate the overall responsibility.

The Head of Centre:

- has overall responsibility for the school as an examination centre
- must ensure that all staff comply with the instructions in this policy. Failure to do so may constitute malpractice
- must understand the contents of, refer to and direct relevant centre staff to the annually updated JCQ publications referred to throughout this policy
- will ensure that the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments

2.4 Exams Officer:

The Exams Officer (EO) is responsible for the administration of exams. They will:

- manage the administration of internal and external examinations

- advise the senior leadership team (SLT), Curriculum Leaders, subject teachers, and other relevant support staff on annual exam timetables and procedures as set by awarding bodies
- oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events
- ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- check with teaching staff that the necessary NEA are completed on time and in accordance with JCQ guidelines
- provide and confirm detailed data on estimated entries
- maintain systems and processes to support the timely entry of candidates for their exams
- receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process
- identify and manage exam timetable clashes
- account for income and expenditures relating to all exam costs/charges
- line manage the exams invigilators; organising the recruitment, training, and monitoring exams invigilators responsible for the conduct of exams
- ensure candidates' NEA marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- track, dispatch and store returned NEA
- arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- advise on appeals and re-marks
- ensure risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence)
- take all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials.
- signpost relevant Centre staff to JCQ publications and awarding body documentation relating to the exams process that have been updated
- lead and train a team of invigilators to ensure that all examinations are conducted in line with JCQ and awarding board regulations
- approve relevant access rights for Centre staff to access awarding body secure extranet sites

2.5 Heads of Department:

Curriculum Leaders (CLs) in the school are responsible for:

- advising the EO of any changes to syllabus or assessment details for their subjects
- advising the EO of entries for their subjects
- accurately completing entry and mark sheets, and adhering to deadlines as set by the EO
- accurately completing NEA mark sheets and declaration sheets
- decisions on post-results procedures
- allowing candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

2.6 Subject Teachers:

Subject Teachers are responsible for:
- supplying information about entries, NEA as required by the Curriculum Leaders and/or the EO
- making NEA in line with the requirements set out by the awarding bodies

2.7 Special educational needs co-ordinator (SENCO):

The SENCO is responsible for:

- identifying and testing candidates' requirements for access arrangements and notifying the EO in good time so that they can put exam day arrangements in place
- processing any necessary applications in order to gain approval (if required)
- working with the EO to provide the access arrangements required by candidates in exam rooms

2.8 Invigilator(s):

The school's invigilator(s) are responsible for:

- assisting the EO to run exams efficiently, according to JCQ regulations
- collecting exam papers and other materials from the exams office / secure store room before the start of the exam
- collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams officer

2.9 Candidates:

Candidates are responsible for:

- confirming and signing entries (E-signatures/hard signatures)
- understanding NEA regulations, and signing (E-signatures/hard signatures) a declaration that confirms the coursework to be their own
- ensuring they conduct themselves in all exams according to the JCQ regulations.

3. The exam series

The arrangements outlined in this policy will be adhered to in all external examinations, including GCE, GCSE and Vocational qualifications. In addition, where possible and appropriate, the school will also follow the JCQ requirements for its internal 'mock' examinations.

3.1 Internal examinations

Internal 'mock' examinations will typically run at the following times throughout the academic year:

- November / December – for Year 11 students preparing for their GCSEs
- January – for Year 13 students preparing for their GCEs
- March – for Year 11 students preparing for their GCSEs
- June / July for Year 10 and 12 students preparing for examinations in the following academic year

3.2 External examinations

External examinations and assessments are scheduled in the following exam series:

- Autumn Series 2023
- Summer Series 2024

Some awarding bodies may require examinations to be conducted outside of these series. Where this is the case, the JCQ requirements will continue to be in place as appropriate.

The HOC, SLT and CLs will decide which exam series candidates will be entered for.

The centre does not typically offer assessments on an on-demand basis however, if offered, on-demand assessments can be scheduled only in windows agreed between the CLs, SLT line manager and the EO.

4. Entries for external examinations

The EO will make all necessary arrangements to ensure candidates are entered for all relevant external qualifications and examinations.

- Entry deadlines are circulated to CLs via email by the school's EO

- CLs will provide estimated entry information to the EO to meet JCQ and awarding body deadlines
- To ensure that candidates are entered for the correct examinations, CLs must identify which examinations candidates should be entered for
- Entries and amendments made after an awarding body's deadline require authorisation in writing, by the relevant SLT line manager
- Once entries have been made by the EO, these will be checked for accuracy by the CL. If there are any errors in the entries, it is the responsibility of the CL to highlight these to the EO who will make the necessary changes
- The EO will share the statements of entries with the candidates who must check them for accuracy and alert the EO to any errors that they think might have been made
- Candidates or parents/carers cannot request subject entry, change of level or withdrawal. These can only be authorised by a member of the school's SLT

4.1 Private Candidates

Fortismere does not accept entries from private candidates. The only 'private' entries that the school will make are for students already on the school's roll who wish to be entered for a community language which the school is unable to deliver as part of its curriculum.

Fortismere does not act as an exams centre for other organisations.

5. Exam timetables

Once confirmed, the EO will circulate the exam timetables for internal and/or external exams as soon as possible.

Candidates are responsible for checking that their exam timetable includes all qualifications and papers that they are expecting to be completing. Should any exams not appear on the timetable, it is the candidate's responsibility to inform the EO of the error so that they can make the necessary arrangements to address this.

6. Exam fees

All first entries are paid by the school.

The EO will publish the deadline for actions well in advance of each exam series, however, where late fees apply, these will usually be charged to the Curriculum area.

Where candidates wish to re-sit an examination, candidates will usually be charged for this re-sit. In exceptional circumstances, the school will pay for re-sits, however, the decision will be entirely at the discretion of the school.

Private entries to sit Community language examinations should be paid for by candidates, however in some circumstances the school will pay for these entries. The decision will be entirely at the discretion of the school.

Candidates wishing to request Enquiries about Results (EARs) and/or Access to Scripts (ATS) will usually be expected to cover the associated cost themselves. In some circumstances, the school may decide to pay for EARs and/or ATS, however this will be entirely at the discretion of the school.

7. Equalities

Equality for all is one of the values at Fortismere and as such, all our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies, and JCQ.

It is the responsibility of the EO, SENCO and the HOC to ensure that these requirements are met.

8. Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates with a specific need, such as special educational needs, disabilities (SEND) 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 particular 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'. The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

The school's SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENCO. It is the responsibility of the SENCO to:

- appropriately assess the needs of candidates who may require access arrangements
- collate and make available all relevant evidence and documentation to support the allocation of access arrangements
- share details of access arrangements with the EO and subject teachers
- make requests to the awarding bodies for relevant access arrangements and amendments to papers
- provide training for TAs and other support staff who may be used to provide access arrangements
- provide relevant resources, including where appropriate a trained member of staff to ensure that the access arrangements can be fully met

On the advice of the SENCO, the EO will make the necessary room arrangements for candidates using access arrangements and these will be detailed in the personalised exam timetables that are provided to candidates.

Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by the EO.

8.1 Separate invigilation / rooming

Where the centre decides that it is necessary for a candidate to be given a separate or smaller room to make reasonable adjustments for a candidate, this will be managed through the same process as the access arrangements.

8.2 The use of word processors

Unless it is part of a candidate's access arrangements, Fortismere will not typically provide a word processor to candidates. However, should the candidate suffer from an injury or medical issue that impairs their ability to hand-write or should their handwriting be deemed illegible, the school may decide that it is necessary to provide the candidate with a word processor. This provision will be issued at the discretion of the school and will meet the regulations set out by JCQ and the awarding bodies. Further details of the arrangements in place for use of word processors in an exam are outlined in Appendix # 8.

9. Contingency planning

Contingency planning for exams administration is the responsibility of the EO and the school's SLT.

Full details of the school's contingency plan are outlined in Appendix # 1 and meet the requirements set out in the DfE's guidance What schools, colleges and other centres should do if exams or other

assessments are seriously disrupted and JCQ's guidance Notice to Centres - exam contingency plan - JCQ Joint Council for Qualifications

10. Estimated grades

CLs and subject teachers are responsible for submitting estimated grades to the EO when requested. These will be determined using consistent guidance issued by the school's Senior Leadership Team and taking into account historic standardised materials that are provided by awarding bodies.

11. Managing invigilators

Fortismere employs a team of invigilators who will be used for all internal and external exams.

In the event of the school not being able to appoint enough invigilators, the school will either use its own internal support staff or external agency staff to support the running of its examinations.

Recruitment of invigilators is the responsibility of the EO and the school's Data Manager.

Disclosure and Barring Service (DBS) checks will be completed for all exam invigilators and the EO will be responsible for organising training for all of the school's invigilators on a yearly basis.

Where it is necessary for internal support staff or external agency staff to be used as invigilators, either the EO or a member of the school's team of invigilators will be teamed with support staff / agency staff to ensure that all invigilation requirements are met.

12. Malpractice

The HOC, in consultation with the Senior Leader that over-sees the Exams team, and the EO are responsible for ensuring that suspected malpractice is thoroughly investigated. All potential malpractice will be investigated in line with the JCQ's guidance around Malpractice 23-24 (jcq.org.uk)

13. Exam days

To ensure that the exam days run smoothly and that all requirements set out by the awarding bodies and JCQ are met, the EO will:

- book all exam rooms (after liaising with other relevant users)
- direct the school's site team to set up the allocated rooms in the appropriate way, including ensuring that desks are appropriately spaced out and all displays are covered
- make question papers, exam stationery and materials available for the invigilator
- Refer to the JCQ's Exam Day Checklist

The EO and / or the invigilators will start and finish all exams in accordance with JCQ guidelines.

Senior members of centre staff approved by the HOC who have not taught the subject being examined may be present at the start of the exam to assist with identification of candidates, however, all candidates will have been issued with photo identification by the EO at the start of the exam series to ensure that the invigilators are able to verify the identity of all candidates at the time of the examinations. Where a candidate is not able to produce their identification, a member of the school's staff will be asked to verify the candidate's identity.

Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by or released to centre personnel from the exam room until all candidates within the centre have completed the examination

After an exam, the EO will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with the school's invigilators.

14. Candidates

The EO will provide written information to candidates in advance of each exam series. This will include providing each candidate with a Student booklet and other information that outlines the requirements of the examinations. The most up to date guidance can be found on the school's website under Exam Information.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specification for that subject. This is particularly true of mobile phones, watches and other electronic devices with text or digital facilities.

Any precluded items must not be taken into the exam room.

Candidates are permitted to bring a bottle of water into the examination room, however any bottle must be free from labels and be clear and transparent. Other food and drink may be allowed in the examination room at the discretion of the HOC. However, any food and drink brought into the examination room by the candidate or the centre must be free from packaging and in a transparent container.

14.1 Clash candidates

The EO will be responsible for making arrangements for clash candidates, including:

- Supervising escorts
- Identifying a secure venue
- Arranging overnight stays where necessary

14.2 Candidate absence

Invigilators will take exam registers and communicate the absent candidates to the school's Attendance Officer and/or Director of Learning, who will contact the parent/carer to find out the reason for the absence.

Green absent cards are placed on the empty desks.

Where a candidate misses an examination, the EO will confirm with the awarding body whether the candidate should be marked as absent, whether the candidate wishes to apply for special consideration, or whether the candidate should be withdrawn from the qualification.

14.3 Candidate late arrival to the exam

The EO or invigilator is responsible for handling the late arrival of a candidate on the exam day.

A candidate who arrives after the start of the examination may still be allowed to enter the room and sit the examination providing that the exam is still in process and that the centre is able to accommodate the candidate for the full length of the examination.

A candidate will be considered 'very late' if they arrive one hour after the awarding body's published starting time or after the awarding body's published finishing time of an examination the decision whether to allow a 'late' or 'very late' candidate into the examination room is made at the discretion of the school.

14.4 Candidates leaving the exam room

Candidates who leave an exam room temporarily must be accompanied by an appropriate member of staff at all times. The appropriate adult must not be a subject teacher or subject expert for the examination that the candidate is sitting.

At the discretion of centre, those candidates may be allowed extra time to compensate for their temporary absence from the exam.

14.5 Managing candidate behaviour

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Where a candidate is being disruptive, the invigilator will warn them that they may be removed from the exam if the disruption continues. The candidate will also be warned that the awarding body will be informed of their disruption and this could lead to the candidate being penalised or disqualified.

Should the disruption continue, the candidate will be removed from the examination and member of the pastoral team or SLT will collect the candidate and communicate with their parent / carer. The EO will then be responsible for reporting the disruption to the awarding body.

The school's behaviour policy will then be used to address any follow up action required with the candidate.

15. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the EO, invigilators or a member of the school's SLT to that effect. The candidate and their parent / carer must support any special consideration claim with appropriate evidence within 2 days of the exam.

If the candidate wishes to request that special consideration is applied to an examination for another reason, such as the examination being disrupted through no fault of the candidate, they must alert the EO of this request within 2 days of the exam.

All requests for special consideration will be reviewed in accordance with the JCQ's guidance A guide to the special consideration process General and Vocational.

The EO will make a special consideration application to the relevant awarding body within seven days of the exam.

16. Internal assessment

Full details of the school's arrangements for non-examination assessments (NEA) are detailed in Appendix # 4.

It is the responsibility of CL and subject teacher to ensure that all internal assessment is ready for dispatch at the correct time. The EO will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for internally assessed work will either be provided to the EO by the CLs or entered directly into the relevant examination portal by the subject teacher / CL.

The EO will inform staff of the deadline date for appeals against internal assessments with boards deadline.

Any appeals will be dealt with in accordance with our internal appeals process which is outlined in Appendix # 6.

17. Results and certificates

Candidates will receive individual results slips on results days. Results must usually be issued to the candidate in person, however, if a candidate is unable to attend in person they may communicate in advance with the EO to arrange either for their results to be collected by another named person.

The results slip will be in the form of a centre-produced document.

The day before the results day and on the day of the results day itself, the EO and the Data Manager will access the results via the awarding bodies online portals. A member of the school's SLT will also be in attendance to allocate additional administrative support where necessary.

Dates of results days each year will be publicised for all candidates through the school's website and will also be communicated with students and parents / carers via the school's newsletters

17.1 Enquiries about results (EARs)

EARs may be requested by centre staff or the candidate following the release of results.

A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

Where the EAR could result in a change of grade (either moving up or down) the candidate must give written consent for the EAR to be requested.

The cost of EARs will usually be paid by the candidate.

All decisions about whether to make an application for an EAR will be made by the subject Curriculum Leader who will review how far a student appears to be from the grade that they have missed and consider how the candidate performed in the exam based on the school's internal data.

If a candidate's request for an EAR is not supported by the school, the candidate may appeal and the school will respond by following the process in our internal appeals procedure as detailed in Appendix # 6.

All processing of EARs will be the responsibility of the EO, following the JCQ guidance.

17.2 Access to scripts (ATS)

After the release of results, candidates may ask subject teachers to request the return of written exam papers within 14 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Applications for EARs cannot be submitted once an original script has been returned.

The EO is responsible for processing requests for ATS. Where costs are associated, the cost of ATS will be paid by the candidate if they have requested the ATS or the school if they have requested the ATS.

17.3 Certificates

Once awarding bodies issue certificates to the school the EO will contact candidates with information about how they can collect their certificates.

The centre will retain examination certificates for one year after the date of issue. After this point they will be destroyed and should candidates wish to request a copy of their certificates they will need to do this via the awarding bodies and cover the cost of the re-issued certificates.

18. Exam Archiving

All archived material relating to examinations will be stored securely by the exams officer as per JCQ requirements.

Fortismere takes data protection seriously and will handle and store all data in accordance with the school's Data Policy which can be accessed via the school website.

19. Artificial Intelligence Policy

Aims: The aim of this policy is to provide guidance and support to all stakeholders, with regard to the use of generative Artificial Intelligence (AI) in school; whilst ensuring that we protect the integrity of assessments, in line with the guidance from the JCQ.

Intentions/Guiding principles

- At Fortismere we are keen to embrace the opportunities that Artificial Intelligence (AI) affords our learners, and we are aware of the need to educate students and prepare them for the workplace, where AI will potentially play a key role.

- We encourage the use of AI to expand classroom instruction, facilitate personalised learning, and develop student curiosity, critical thinking and personalised learning.
- We also encourage the use of AI to reduce teacher workload and provide feedback and personalised assessment of student work.
- AI will not replace direct instruction of teacher interaction.
- Teachers will guide and monitor student use of AI, to ensure that it aligns with the School's curriculum objectives and learning outcomes.
- We will take a proactive stance about AI-related safeguarding risks
- We will ensure that any use of AI in Non-Examination Assessment (NEA) materials is compliant with the guidance set out by the JCQ: https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Usein-Assessments_Feb24_v3.pdf
- We continue to ensure that examinations are secure from the use of AI, as set out in our
- Examinations Malpractice Policy

Misuse of Artificial Intelligence in NEAs

- Students must make sure that work submitted for assessment is demonstrably their own.
- If sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and the student must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be rewarded.
- If teachers have doubts that the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action.

Monitoring of AI use

In order to reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

- Explain the importance to all students of submitting their own independent work for assessments.
- Ensure that students are clear about how to reference the use of technology and websites appropriately.
- Ensure they are familiar with AI tools, their risks and the available AI detection tools.
- Ensure that if necessary, they know how to disable access to AI/internet if they need to.
- Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration
- Set reasonable deadlines for the submission of work and provide reminders.
- Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- Examine intermediate stages in the production of work to ensure that there is a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- It may occasionally be necessary to engage the student in a short verbal discussion about their work to ascertain that they understand it and it reflects their own independent work.
- Not accept, without further investigation, any work that they suspect may have been generated without proper acknowledgement

Identifying misuse:

- Teachers and leaders will use a wide range of approaches to review work.
- These include comparing the assessment material with work previously created by the student. Further examples of what to look for can be found on page 10 of the aforementioned JCQ guidance.
- If the teacher suspects malpractice, then the piece of work in question must be submitted to the Exams
- Officer and they will enlist the use of Automated Detection software to check and verify these concerns.

Use of AI in Exams

- We will not use AI in any exam without prior written approval from the JCQ. All AI-based assistance and software will be subject to the regulations laid out by the JCQ.
- AI-based assistance or software may only be used if it is authorised by the JCQ and is used in accordance with the regulations.

Reporting of Non-Compliance

- Any staff member who identifies any AI-based activities or software that is or may be in violation of the
- JCQ regulations must report the activity or software immediately to the Exams Officer.
- Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per the Fortismere Malpractice Policy.

If AI misuse is identified the consequences may include, but are not limited to:

- Invalidation of the NEA in question
- A failing grade for the NEA or the entire course

Conclusion

At Fortismere we are keen to embrace the opportunities new technology provides, but this must not come at the expense of upholding the integrity and fairness of assessments.

Appendix # 1 – Exam Contingency Plan

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

Alongside internal processes, this plan is informed by the What schools, colleges and other centres should do if exams or other assessments are seriously disrupted - GOV.UK (www.gov.uk) and Notice to Centres - exam contingency plan - JCQ Joint Council for Qualifications as well as the General Regulations - JCQ Joint Council for Qualifications

This plan will allow the HOC to act immediately in the event of an emergency or staff absence. The exam contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

In the event of:
- the extended absence of the Exam Officer at key points in the exam cycle:
  - o the HOC will appoint an interim Exams Officer, who will follow procedures and practices within the EO responsibilities
  - o the Data Manager (who line manages the EO) will ensure that all essential information is available
- the extended absence of the SENCo at key points in the exam cycle:
  - o the HOC will appoint a suitable interim SENCO, who will follow procedures and practices within the SENCo responsibilities.
- the extended absence of subject specialist teaching staff at key points in the exam cycle:
  - o the CL or HOC will appoint a suitable interim subject specialist of change the timetabling of existing subject specialists to ensure that all necessary responsibilities are covered
- the centre having lack of appropriately trained invigilators available
  - o the HOC will allocate other internal support staff to support the invigilating team
  - o the school will work with an external agency to appoint cover invigilators
  - o the EO will run training where appropriate to ensure that all back-up invigilators are clear about the JCQ requirements
- there being a lack of appropriate rooms or main venues unavailable at short notice
  - o pre-planning at all stages is essential. The school's SLT and EO to continually review all stages of the process.
  - o School's Main Hall to be first option as alternative venue for emergency
  - o HOC to speak with other local schools (including Mill Hill) to request support with rooming – this would require the centre authorising this with the awarding bodies.
- there being a cyber-attack
  - o promptly reporting any incidents to the relevant awarding bodies which might compromise any aspect of assessment delivery
  - o where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system
  - o ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack
  - o following and regularly reviewing National Cyber Security Centre advice for support in cyber security preparedness and mitigation work. Using the NCSC's free web check and mail check services to help protect from cyber-attacks.
- there being a failure of IT systems
  - o EO to contact in-house IT Department
  - o EO to contact Examination Boards for alternative route to download of results.
- an emergency evacuation of the exam room (or centre lock down)
  - o Arrangements as Appendix # 2
- disruption of teaching time in the weeks before an exam – centre closed for an extended period

- where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations via the school's Remote Learning Policy
  - EO to advise the examinations board as appropriate.
- candidates unable to take examinations because of a crisis – centre remains open
  - the centre to communicate with relevant awarding bodies at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidate regarding solutions to the issue.
  - the centre to liaise with awarding bodies to sit exams at a different venue in extremis.
  - should a significant number of candidates need to be isolated due to sickness, use the school's main Hall and request school's medical staff to be on hand.
  - apply for special consideration for those affected to the appropriate awarding bodies.
- centre unable to open as normal during the examination period
  - the centres to communicate with relevant awarding bodies to make them aware of the issue.
  - the centre to communicate with parents, carers and candidate regarding solutions to the issue.
  - centre to liaise with the awarding bodies to sit exam at a different venue.
- disruption in the distribution of examination papers
  - the centre to communicate with awarding bodies to organise alternative delivery of papers.
  - awarding body to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding bodies would provide guidance on the conduct of examinations in such circumstances.
  - as a last resort, and in close collaboration with centres and regulators, awarding bodies to consider scheduling of the examination on an alternative date.
- disruption to the transportation of completed examination scripts / assessment evidence
  - where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centre will seek advice from awarding bodies and will not make their own arrangements for transportation unless told to do so by the awarding body
  - for any examinations where centres make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.
  - completed examination papers/scripts will be stored securely until collection.
- assessment evidence is not available to be marked
  - it is the responsibility of the Head of the Centre to communicate this immediately to the relevant awarding body(s) and subsequently to students, their parents and carers.
  - the awarding organisations may generate candidate marks for the effected assessments based on other evidence, as defined by the awarding bodies and the regulators.
  - where marks cannot be generated by awarding bodies, it may be necessary for the candidates to retake the affected assessment in a subsequent assessment series.
- the centre being unable to distribute results as normal or facilitate post results services (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Distribution of results:
  - arrange to access results at an alternative site in agreement with the relevant awarding organisation.
  - centres to make arrangements to coordinate access to post results service from an alternative site.

Facilitation of post results services:
- o Arrange to access post results services (PRS) at an alternative site.
- o Inform staff, students and parents as soon as possible of the distribution of results.
- o If electronic post results request IS not possible, contact the relevant awarding body.

Appendix # 2 –Emergency Evacuation Procedure for examinations

In the event of there being an emergency evacuation during an examination, candidates must:

- Remain calm and silent and stop writing
- Await the invigilator's instructions
- Leave all question papers /scripts in the examination room and close their answer booklet(s) so that the content is not visible
- Evacuate the examination room in line with the instructions given by the invigilators, remaining in silence
- Leave all bags or personal belongings
- In silence, follow the invigilator to the assembly point (area of the field next to the tennis court). **Candidates must not go to the school's usual assembly point when they are evacuating during an examination.**
- Remain under exam conditions – it is essential that candidates do not communicate with each other once outside the room

The Exams Officer will come to the evacuation area to support the invigilators and to complete a register to ensure that all candidates are accounted for.

When it is safe to do so, the site manager will inform the exams officer that the candidates may return to their exam room. They will be dismissed to return to their exam room ahead of all other students.

Once back in the exam room, candidates will be reassured that the evacuation will not impact on their work in the exam room. They will be given the full remaining time to complete their examination.

Recording details

As soon as practically possible and safe to do so, details should be recorded by the EO and invigilators. Details must include:
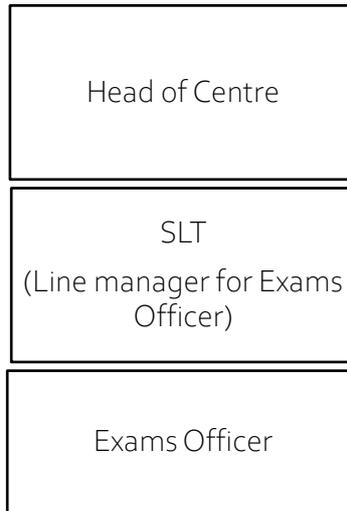- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:
- report on candidate behaviour throughout the interruption/evacuation
- a judgement on the impact on candidates after the interruption/evacuation

Appendix # 3 – Escalation Process

The line management structure in place for the school's examination responsibilities is as follows:

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┌─────────────────────────────┐
│                             │
│       Head of Centre        │
│                             │
└─────────────────────────────┘
┌─────────────────────────────┐
│             SLT             │
│  (Line manager for Exams    │
│         Officer)            │
└─────────────────────────────┘
┌─────────────────────────────┐
│                             │
│       Exams Officer         │
│                             │
└─────────────────────────────┘
```

In the event of the absence of the HOC the Deputy Headteacher will deputise as the HOC.

In the event of the absence of the EO, the administration responsibility for implementing JCQ regulations and requirements will be escalated to the school's Data Manager who directly line manages the EO. Should it become necessary for the Data Manager to assume this responsibility they will be supported by the school's wider Senior leadership team as required.

Responsibilities that will need to be considered include:

If escalation is required before examinations (Planning), the main duties and responsibilities relate to:

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

If escalation is required before examinations (Entries and Pre-exams) the main duties and responsibilities relate to:
- Access arrangements and reasonable adjustments
- Entries
- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work
- Candidate information

If escalation is required during examinations (Exam time), the main duties and responsibilities relate to:

- Conducting examinations and assessments
- Malpractice
- Retention of candidates' work

If escalation is required after examinations (Results and Post-Results), main duties and responsibilities relate to:

- Results
- Post-results services and appeals
- Certificates

Appendix # 4 – Non-Examination Assessment (NEA)

JCQ's guidance, Instructions_NEA_23-24 (jcq.org.uk) outlines the full expectations for NEA. However, in order to ensure that the school fully meets the requirement for any NEA to be completed, Curriculum Leaders and Subject Teachers who deliver subjects that feature elements of NEA will:

- Familiarise themselves with JCQ instructions for conducting non-examination assessment
- Understand and comply with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Liaise with the school's SENCO to ensure that candidates who qualify for access arrangements are given the correct provisions when completing their NEA.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Mark internally assessed work to the criteria provided by the awarding body
- Undertake appropriate departmental standardisation of non-examination assessments

When setting NEA tasks, teachers must ensure that the candidates understand the assessment criteria for any given task and follow the guidance of the awarding organization when issuing the task.

When completing any NEA work, subject teachers will ensure that they meet the standards as set out by the awarding body for the completion of the NEA. This is likely to include ensuring that:

- there is sufficient supervision of every candidate to enable work to be authenticated
- the work that an individual candidate submits for assessment is his/her own
- where candidates work in groups, the teacher will keep a record of each candidate's contribution

 The teacher will also:

- Ensure that candidates understand the need to reference work
- Give guidance on how to do this, and
- Ensure that candidates are aware that they must not plagiarise other material

When giving advice and feedback subject teachers will not provide model answers or writing frames specific to the task.

Unless specifically prohibited by the awarding body's specification, teachers may:

- Review candidates' work and provide oral and written advice at a general level
- Having provided advice at a general level, allow candidates to revise and redraft work

Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner. When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.

Subject teachers must not provisionally assess work and then allow candidates to revise it.

Authentication

Once work has been completed, it is important that the teacher is able to authenticate the work. As part of the authentication process:
- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that
- If there is concern that malpractice may have occurred or the work is unable to be authenticated, teachers will inform a member of senior leadership team.

Internally assessed work:
- Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.
- Subject teachers will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body. If a candidate wishes request a review of an internally assessed piece of NEA they should follow the process outlined in Appendix # 5
- Subject teachers will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Externally assessed work:

Where NEA is assessed externally, the curriculum leader will take responsibility for ensuring that all elements of the assessment are completed in line with the awarding organization's specification and that where candidates' work needs to be dispatched to an examiner, it is sent by the date specified by the awarding organization.

Malpractice:

To mitigate any risk of malpractice when completing NEA, candidates must not:
- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material
- Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Where possible, school will make use of plagiarism software to check the work of students to ensure that no evidence of malpractice exists.

Enquiries about Results (EARS) for NEA:

Following the release of results, candidates may wish to make a request for an EAR.

For externally assessed NEA, a review of marking is available. The school will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

For internally assessed NEA, a review of moderation is available only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available.

For information about the process in place for appealing internally assessed marks, including NEA, see Appendix # 6

Appendix # 5 – Complaints and Appeals Procedure

In the event of a candidate and their parent / carer wishing to make a written complaint or appeal to the school regarding the centre's delivery or administration of a qualification the following process should be followed.

A complaint or appeal may be made to the Centre on any of the following grounds (this is not an exhaustive list):

- Concerns about the impact that Teaching and Learning in a subject had on the candidate's ability to access the specification

- Failure to adhere to any of the awarding body's requirements
- Failure to provide approved access arrangements
- Errors made to the candidate's entries
- Issues with the conducting of examinations
- Failure to communicate the arrangements for post-results services and the school's complaints and appeals procedure

Fortismere's process for making a formal complaint

- A formal complaint should be submitted in writing by completing a complaints and appeals form (Appendix # 5.1)
- Completed forms should be returned in person to Exams Officer or can be emailed to exams@fortismere.org.uk.
- The exams officer will acknowledge the receipt of the complaint within 2 school days of the form being received and bring the complaint to the attention of the head of centre.
- The head of centre will appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion
- The findings and conclusion will be provided to the complainant within 2 weeks.
- Following the outcome of the complaint being shared, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.
- Any appeal must be submitted in writing by again completing a complaints and appeals form (Appendix 5.1)
- The appeal will be referred to Chair of Governors who will review the appeal and respond with a final conclusion via writing within 2 weeks of receiving the appeal.

Appendix # 5. 1 – Complaints and Appeals Form

Date received

Reference No.

Please tick box to indicate the nature of your complaint/appeal

☐ Complaint/appeal against the Centre's delivery of a qualification

☐ Complaint/appeal against the Centre's administration of a qualification

This form must be completed in full - an incomplete form will be returned to the

Name of complainant/appellant	
Candidate name (if different to complainant/appellant)	

Please state the grounds for your complaint/appeal below

If your complaint is lengthy please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say

Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)

Complainant/appellant signature: Date of signature:

complainant/appellant

Appendix # 6 – Internal Appeals Process

Where candidates have concerns around the school's awarding of marks, they are entitled to request an internal appeal.

Candidates wishing to appeal an internally assessed piece of NEA:

On being informed of their centre assessed marks for a piece of internally assessed NEA, if a candidate believes that the NEA procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the mark scheme standards, then the candidate may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

To support the candidate, the school will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- inform candidates that they may request copies of materials (generally for example as a minimum, a copy of their marked material (work), and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment.
- having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) within 2 working days.
- Inform candidates they will not be allowed access to original assessment material unless supervised.
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 4 working days of receiving copies of the requested materials by completing the internal appeals form (Appendix # 6.1).
- allow 5 school days 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 for the submission of marks.
- ensure that the review of marking is carried out conducted 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.
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- inform the candidate in writing of the outcome of the review of the centre's marking.

The outcome of the review of the centre's marking will be made known to the Head of Centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

The candidate should be aware that the moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appealing against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer on results days which will be included in the results envelope.

Candidates are also informed of the arrangements for post-results services and the availability of senior members of centre staff immediately after the publications of results.

If the centre or a candidate (or their parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

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

Reviews of Results (RoRs):

- Service 1 (Clerical re-check)
- Service 2 (Review of marking)
- Service 3 (Review of moderation)

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

Written candidate consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 10 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of her appeal, before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied after receiving the RoR outcome, but the candidate (or her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form (Appendix # 6.1) should be completed and submitted to the centre within 10 calendar days of the notification of the outcome of the RoR. Subject to the Head of Centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available

from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Appendix # 6. 1 – Internal Appeals Form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

☐ Appeal against an internal assessment decision and/or request for a review of marking

☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Qualification type Subject		Exam paper title	

Please state the grounds for your appeal below

(If applicable, tick below)

☐ Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature:	Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the Head of Centre to the timescale indicated in the relevant appeals procedure.

Appendix # 7 – Whistleblowing

Whistleblowing at Fortismere 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 HOC and Governing board at Fortismere aims to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's General Regulations for Approved Centres, Fortismere 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 and provide such information and advice as the awarding body may reasonably require.

What is a Whistle blower?

A whistle blower 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.

Report a concern

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 member of the senior leadership team with oversight of the school's examinations.

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.

A person may decide it is necessary to 'whistle blow' should they feel that the school has failed to address any of the following issues with regard to its delivery of examinations:

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

Whistleblowing procedures

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 to a malpractice expert at the awarding body for the qualification where malpractice is suspected. Further details can be found here: Public Interest Disclosure Act (Whistleblowing) - JCQ Joint Council for Qualifications.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA) 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. 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.

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

Anonymity

In some circumstances, the whistle blower 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, whistle blowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistle blower 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 whistle blower.

Students

Students at Fortismere should 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.

Appendix # 8 – Word Processors

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

In line with JCQ Regulations, Fortismere will provide a word processor for use in 'high-stake' internal assessments, mock examinations and public exams if it is the student's normal way of working within the centre and is appropriate to the student's needs. The "normal way of working within the centre" includes the use of a word processor in the classroom and, if applying from Year 10 upwards, also during internal and mock examinations.

This condition does not apply in the case of sudden physical injury (e.g., broken wrist). "Appropriate to the pupil's needs" means that provision of a word processor is necessary to avoid the candidate being placed at a substantial (rather than minor) disadvantage in the examination as a consequence of persistent and significant difficulties.

The "needs" of a student that would therefore typically lead to them being considered for the use of a word processor include:

- A learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Poor handwriting
- Planning and organisational problems when writing by hand

*(*This list is not exhaustive)*

A word processor cannot be granted to a student because:

- The student prefers to type rather than write
- The student can work faster on a keyboard
- The student uses a word processor at home

The only exceptions to the above where the use of a word processor would be considered for a candidate would be, as set out in JCQ's Access Arrangements and Reasonable Adjustments guidance:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (5.8.4)

Applications for the use of a word processor by a student must be discussed with SENCo in the first instance. This allows for the provision of access arrangements from the perspective of timetabling, equipment, accommodation and staffing, and suitable training and practice for the student.

When a student has been allocated a word processor for examinations, the SENCo will advise the Exams Officer, Director of Learning (DOL) and subject teachers. In line with JCQ regulations, the Centre is responsible for determining suitable access arrangements for students.

To be accepted for the use of a word processor, all candidates must meet the criteria outlined above. Candidates who have been granted use of a word processor in examinations are provided with one in essay-based subjects.

Arrangements at the time of the assessment for the use of a word processor

Fortismere adheres to the guidance set out in JCQ's Instructions for Conducing Examinations.

A candidate using a word processor is accommodated in a room separate to the main exam venue - this may be as a single student or within a room where other students with the same access arrangements are seated.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (14.20)
- where a candidate is to be seated with the main cohort without the use of a power point, checks are undertaken of the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer (14.22)

If a candidate is using the software application *Notepad* or *WordPad* these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer.

The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'auto save' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost (14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (14.24)

The centre will ensure the word processor (14.25):
- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium (14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used
- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam is over (14.25)

The centre will ensure
- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)

Centre specific processes

IT Technicians will be available in case of technical issues.

Appendix # 9 – Centre Malpractice policy (Exams)

Through taking an ethical approach and working proactively to avoid malpractice among students and staff, centre takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments.

Centre also ensures,

- Any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication Suspected Malpractice – Policies and Procedures
- Irregularities are investigated and informs the awarding bodies 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, evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provides such information and advice as the awarding body may reasonably require

Below precautions are taken into consideration to avoid any malpractice.
- All invigilators are trained on all JCQ procedures and staff are also make aware of all the JCQ documents.
- All students are informed of JCQ Exam procedures through a student's examination booklet which each student receives and also through notifications at the door of the examination room.

Below process is followed in the event of any malpractice
- When candidate malpractice takes place during the exam, this is being reported to the exams officer by the invigilators. Candidate and the invigilator are asked to write a statement of the incident after the end of the exam. The proof of the malpractice in form of any photos is being collected, the candidate is being informed of the possible outcome of this malpractice. This is then reported to the SLT staff member who oversees Exams. The SLT staff member investigates thoroughly, checks all the evidence, completes the M1 form and takes it to the Head for signing.
- Candidate and their parents/carers are being informed of the candidate malpractice and a copy of suspected malpractice policies & procedures are being sent to them by email.
- When staff / centre malpractice takes place, this is being reported to the SLT staff member who oversees Exams. A thorough investigation is conducted by the SLT staff member, necessary statements are being taken from the exam officer and any other staff member involved in the malpractice. Head is being informed by the SLT staff member of the malpractice with all the evidence and statements. Malpractice form is being completed and submitted to the exam board with all evidence and statements.
- Relevant staff member is being informed of the staff / centre malpractice and a copy of suspected malpractice policies & procedures are being sent to them by email.