Carshalton High School for Girls

Examination Policy

Reviewed and Agreed by Carshalton Local Governing Body: Autumn 2026

Next Review: Autumn 2027

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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1. Purpose of the Policy

The centre is committed to ensuring that the exam management and administration process is run effectively and in compliance with the published JCQ regulations and awarding body requirements. This examinations policy will ensure that:

- The planning and management of exams is conducted efficiently and in the best interest of candidates.
- An efficient exam system with clear guidelines for all relevant staff is in operation, conducted in accordance with the JCQ and awarding body regulations, guidance and instructions.
- Exam candidates understand the exams process and what is expected of them.
- All aspects of the Centre's exam process is documented, supporting the exams contingency plan, and all other relevant exam-related policies and procedures are signposted to.

The policy will be communicated to all relevant centre staff. It is the responsibility of everyone involved in the school's exam procedures to read, understand and implement this policy.

2. Roles and Responsibilities

Head of Centre (Headteacher)

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

It is the responsibility of the head of centre to ensure that all staff comply with the instructions in this booklet. Failure to do so may constitute malpractice as defined in the JCQ publication *Suspected Malpractice: Policies and Procedures, 1 September 2023 to 31 August 2024:*
https://www.jcq.org.uk/exams-office/malpractice/

The Head of Centre has overall responsibility for the school as an exam centre. This means that they:

- Approve courses
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel
- Ensures that the SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Ensures that the Examinations Manager is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system
- Ensures that there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility and that appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff

Member of SLT with responsibility for Exams

- To ensure that the Examinations Manager and Heads of Department carry out their responsibilities in accordance with this policy
- Strategic oversight of both internal and external examinations

- Is familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for conducting examinations
    - Access Arrangements and Reasonable Adjustments
    - Suspected Malpractice - Policies and Procedures
    - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
    - A guide to the special consideration process
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the Examinations Manager and SENDCo
- Ensures that contingency plans are in place to respond to disruptions to examinations and ensures that relevant staff are familiar with this plan.

Examinations Manager (**Exams Manager)**
The Examinations Manager is the person appointed by the head of centre to act on behalf of, and to be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Examinations Manager is therefore responsible for the organisation and conduct of all external examinations and preparation of results. The Examinations Manager will support the organisation of internal examinations.

The Examinations Manager will:

- Understand the contents of annually updated JCQ publications including:

    - General Regulations for Approved Centres
    - Instructions for conducting examinations
    - Suspected Malpractice - Policies and Procedures
    - Post-Results Services (PRS)
    - A guide to the special consideration process

- Be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period (including knowledge of the school's Examinations Policy)
- Works with the SENDCo and EAL Co-Ordinator to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials
- Advise relevant staff on annual coursework deadlines, exam timetables and entry procedures as set by the various exam boards
- Oversee the production and distribution to candidates of statement of entries and guidance on regulations
- Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with Joint Council for Qualifications (JCQ) guidelines
- Ensure final confirmation of entry numbers and levels are submitted to the exam board, maintaining a system to support the timely entry of candidates for their examinations

- Receive, check and stores securely all exam papers and completed scripts, maintaining appropriate records to demonstrate the steps undertaken
- After consultation with the SLT responsible for SEND, administer and makes applications for access arrangements and special consideration using the Joint Council for Qualifications guideline Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications
- Identify and manage examination timetable clashes
- Account for income and expenditure relating to all exam costs/charge
- Submit candidates' coursework marks, tracks, dispatches and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arrange for dissemination of exam results and certificates to candidates and forwards any appeals/review of results requests
- Provide and checks information for a range of external bodies
- Provide school exam results for the Senior Leadership Team, relevant staff and students and forwards any appeals/re-mark requests
- Implements the school examinations schedule and communicates regularly with staff concerning imminent deadlines and events
- Ensures candidates are aware of unauthorised items not permitted in the examination room including mobile phones and wrist watches
- Ensure up to date examination information is displayed on the school website
- Ensure students and staff are aware of the need to remain available until the 'contingency day' specified by the awarding bodies.

Heads of Department
External Examinations

- Ensure students have covered the appropriate syllabus to ensure they are fully prepared for their exams
- Provide accurate entry numbers and levels to the Exams Manager
- Provide the Exams Manager with details of practical examination requirements
- Act as first point of contact for enquires about results for students and liaise with the Exams Manager on procedures
- Ensure accurate completion of NEA / coursework mark sheets and declaration sheets
- Ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Manager
- Involvement in post-results procedures
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries

Internal Examinations

- Advise the Exams team on the length of assessment needed
- Complete an Examination Information Booklet at least three weeks before the examination
- Produce suitable examination papers
- Present at the start of each exam (or a member of that department) and arrange collection of scripts at the end
- Ensure marking and recording is completed by published deadlines

Heads of Year

- It is the responsibility of the Heads of Year to inform the Exams Manager of any student who may need special consideration due to bereavement, long term illness or other pastoral circumstances which could lead to a request for special consideration or arrangements.
- The Head of Year will support the management of students on a day-to-day basis during the examination season.
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries

Teachers

- Liaises with the SENDCo/EAL Co-Ordinator to ensure appropriate access arrangements are applied for and implemented
- Ensures students are prepared for their examinations
- Advises Head of Department of tiers of entry for each student where appropriate

Head of Learning Support/SENDCo

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
    - Access Arrangements and Reasonable Adjustments
- Leads on the administration of access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Assist in the organising the provision of access arrangements for students

Senior Invigilator/Invigilators

- Attend/undertake training (on the current regulations), annual updates, briefing and review sessions as required
- Collection of exam papers and other material from the examinations office before the start of an exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Ensures the exam room is set up with signs and arrangements with seating plans to meet the specified requirements of the examination boards
- Start and finish examinations when needed
- Assists in the general running of the exams office
- Assists in ensuring that all Public and school examinations run smoothly
- Be fully aware of the Regulations according to JCQ's Instructions for Conducting Examinations
- Provide information as requested on their availability to invigilate
- Undertake active invigilation to ensure no malpractice occurs
- Reports any incident that take place in the examination room as soon as possible and no later than fifteen minutes after the end of an exam. For suspected malpractice the Examinations Manager/SLT should be contacted immediately

Candidates

- Confirmation and signing of Statements of Entries
- Attend the examination on time with the appropriate equipment
- Understanding NEA / Coursework assessment regulations and signing a declaration that authenticates the coursework as their own

3. Policies and Procedures

Alongside this policy the Head of Centre will also ensure that there is the following in place,

- Escalation Process – see appendix A
- Exam Contingency Plan – see section 15 and Appendix A
- Internal Appeals Procedure: https://www.chsg.org.uk/policies
- Child Protection and Safeguarding policy - https://www.chsg.org.uk/policies
- Data Protection and Freedom of Information Policy: https://www.girlslearningtrust.org/our-governance/policies
- Equality, Diversity and Inclusion statement - https://www.chsg.org.uk/policies – see also section 8

- Whistleblowing policy - https://www.girlslearningtrust.org/staff-zone

4. Tests and Qualifications Offered

The statutory tests and qualifications offered and the choice of exam board (where applicable) at this Centre are decided by the Head of Centre, on the advice of the SLT, Heads of Department and Subject leaders

The statutory tests and qualifications currently offered are –A Level, GCSE, Extended Project, BTEC and other vocational courses.

5. Exam Seasons and Timetables

5.1 Exam Seasons

Internal exams are usually at the times shown below:

- Year 11 Centre Exams – November, February and March
- Year 13 Centre Exams – November, February and March
- Year 7, 8, 9, 10, 12 have two assessments per year spread over the three terms

The dates of these may change and any change will be updated in the school calendar.

External exams are scheduled in:

- November - GCSE re-sits
- January - BTECs
- May and June - GCSE, A level and all vocational courses

5.2 Timetables

The Exams Manager will circulate the exam timetables for external exams and internal exams via Exams Assist. The SLT responsible for Exams will circulate the timetable for internal exams once these are confirmed.

5.3 Clashes

If a candidate is scheduled to take two or more exams in the same session on the same day and the total time is 3 hours or less, the exams must be taken one after the other in the same session, with a short break (in the exam room) of no more than 20 minutes.

If a candidate is scheduled to take two or more exams in the same session on the same day and the total time is **more than** 3 hours, then one exam will be moved to the alternative session on the same day. After the first exam, students will have a supervised break in a separate room until the start of the next exam.

6. Entries, Late Entries and Resits

6.1 Entries

- Candidates are selected for their exam entries and levels by the subject teachers and Heads of Department. The Head of Department makes a recommendation to the Headteacher who will make the final decision if a dispute arises.
- Candidates, or parents, cannot request a subject entry, change of level or withdrawal
- The Examinations Manager will notify all students of intended entries for all series. Students must check their entries and notify their subject teacher and the exams office of any suspected errors.
- The school does not accept entries from external candidates.
- The school has the discretion to make alterations to entries after the initial entry date. All changes will be notified to students.
- Students are expected to attend each examination with the correct equipment. Students have a responsibility to check the time of each examination and to ensure they attend all examinations they have been entered for.
- On the date of the publication of examination results ‘Results Day’ the school will be open for students to collect their own results.

6.2 Late entries

- Entry deadlines are circulated to Heads of Department
- Late entries are usually paid by curriculum areas.

6.3 Resits

- Students are not allowed to resit GCSEs unless authorised by the Headteacher in special circumstances.
- Resits for GCSE English and Maths are only available to students who follow the course in our Sixth Form.

Resit decisions will be made in consultation with the candidates, subject teachers and Heads of Department. (See also section 7: Exam Fees).

7. Exam fees

All initial registration and entry exam fees are paid by the school for all external awarding bodies. Late entry or amendment fees are usually paid by curriculum areas.

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

Further details regarding Examination fees can be found in section 2.2 of the GLT's Charges and Remissions policy

Candidates must pay the fee for an enquiry about a result, should the school not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 13.2 *Enquiries about Results [EARs])*

8. The Equality Act (EA), special needs, access arrangements and training.

8.1 The Equality Act (EA)

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

The work undertaken by the SENDCo and the Exams Manager already significantly address the requirement of the EA. The key guidance in this work is provided by the Joint Council for Qualifications booklet Access Arrangements and Special Consideration: Regulations and Guidance relating to candidates who are eligible for adjustments in examinations.

The school will ensure that there is suitable access and examination rooms are suitable for purpose and accessible in accordance with EA requirements. For example:

- If candidates are known to be unwell during the exam, because of the nature of their disability, we will ensure that they are seated close to the exit
- Ensure that seating is appropriate and comfortable for those who have a disability that affects seating and posture.

Signage

- Signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability
- Signs will be simple, short and easily understood
- Texts and lettering will be clear and uncomplicated
- Style, wording, design and height will be consistent throughout the exam centre and contrast with the colour of the walls.

8.2 Special Needs

A candidate's special needs requirements are determined by the designated member of SLT/SENDCo, or doctor and the Educational Psychologist/specialist teacher with support for the specialist assessor

The Designated member of SLT/SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The designated member of SLT/SENDCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

8.3 Access arrangements

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCo and Deputy SENDCo.

Rooming for access arrangement candidates will be arranged by the SENDCo with the Exams Manager.

Invigilation and support for access arrangement candidates will be organised by the SENDCo with support of the Exams Manager.

8.4 Special Consideration

- Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then candidates, parents/carers, pastoral staff, invigilators or teaching staff should notify the Centre, the Senior Invigilator or the Exams Manager as soon as possible.
- The candidate must support any special consideration claim with supporting evidence within three days of the examination, for example, if a student is unable to attend due to illness, appropriate supporting evidence may be requested by the centre in line with current JCQ guidance.
- The Exams Manager will forward a completed special consideration form to the relevant awarding body, within the set deadline imposed by the awarding authority, providing that the appropriate evidence has been provided and that the Centre supports the application.

8.5 Training

All invigilators will receive training on “promoting disability equality in school” by the Exams Manager.

Invigilation training will also be provided to invigilators with an update on the current year’s JCQ Regulations.

9. Managing invigilators and exam days

9.1 Managing Invigilators

External invigilators will be used for external exam supervision and some internal exams. The recruitment of invigilators is the responsibility of the Exams Manager and the member of SLT responsible for Exams.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of HR in the GLT Trust. DBS fees for securing such clearance are paid by the centre.

Invigilators’ rates of pay are set by the Head Teacher. Invigilators are timetabled and briefed by the Exams Manager.

9.2 Exam Days

The Exams Manager will book all exam rooms after liaison with the designated member of SLT and Cover Manager and make the question papers, exam stationery and materials available.

Premises staff are responsible for setting up the Hall and Gym and other areas used for examinations, as guided by the Exams Manager.

The day, date, time, subject, unit/component and tier of entry must be checked by both the Examinations Manager and an additional member of staff (e.g. an invigilator) immediately before the packet is opened.

Subject staff may be present at the start of the exam (outside the exam venue) to assist with identification of candidates. Subject staff must not enter the examination room once candidates are under formal examination conditions except where permitted by JCQ regulations. but must not advise on which questions are to be attempted and must leave the venue before the exam begins. These staff are not allowed to answer any queries surrounding the paper and under no circumstances should they view a paper.

The Examination Manager, SLT and Senior Invigilator will start all exams in accordance with JCQ guidelines. These staff are not allowed to answer any queries surrounding the paper.

Senior staff who line manage departments are not allowed to enter the room where examinations are being taken in areas that they line manage, unless it is necessary to do so and no other SLT are available.

In practical exams, subject teachers will be on hand in case of any technical difficulties.

Exam papers must not be removed from the exam room and must never be left unattended.

Misconduct must be reported to the Exams Manager, in the first instance, who will decide what action to take. See malpractice information in Appendix C.

10. Candidates, clash candidates and special consideration

10.1 Candidates

The schools published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Mobile phones and smart watches are to be handed in before entering the examination room.

Candidates are under formal examination conditions from the moment they enter the exam room and until the point that they are permitted to leave, without returning

Candidates' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.

Candidates are allowed to bring in a bottle of water, not greater than 500ml, for their personal consumption during the examination. The bottle must be clear, see-through and have no labels attached to the bottle.

Candidates may bring a pencil case into the examination room, but this must be transparent.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

It is the students' responsibility to attend all of their scheduled exams and to arrive punctually. The Exams Manager will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines

Candidates may not leave an examination early except in exceptional circumstances.

10.2 Clash Candidates

The Exams Manager will be responsible for arranging escorts, identifying a secure venue, and arranging overnight supervision of candidates if necessary.

11. Coursework / NEA and appeals against internal assessments

Candidates are informed about their rights of appeals and access to scripts, through the examination packs given out with statements of entries and during briefing assemblies.

11.1 Coursework

Candidates who have to prepare portfolios should do so by the school-defined date.

Heads of Department will ensure all coursework is ready for dispatch at the correct time and the Exams Manager will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the Exams Office by the subject teachers and Heads of Department by the date specified by the Exams Manager.

The conduct of all NEA/Coursework is governed by the regulations set out in the JCQ booklet published each year

11.2 Appeals against internally assessed units

The school has published a separate procedure on this subject, which is available from the Exams Office and can also be found on the school's website.

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

12.1 Results

Candidates will receive individual Statements of Results on the published Results Days. These are to be collected from the centre in person.

Arrangements for the school to be open on the A level and GCSE Results Days are made by the Exams Manager.

The provision of staff on Results Days is the responsibility of the Exams Manager in liaison with the SLT with responsibility for Exams.

12.2 Enquiry about Results (EARs)

EARs may be requested by teachers or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the Head of Department will inform the Exams Manager to investigate the feasibility of requesting a review of marking at the school's expense. Candidate consent must be obtained before applying for this.

When the school does support an EAR, a candidate may apply to have a Review of Marking. If a candidate requires this against the advice of subject staff, they will ~~pay~~ be responsible for paying the exam board fees (See section 7: Exam fees).

12.3 Access to Scripts

The regulations surrounding access to scripts is governed by the JCQ and Exam Board regulations

After the release of results, candidates may ask subject staff to request the return of papers. Signed consent needs to be obtained from the candidate for this.

Teachers may also request scripts for investigation or for teaching purposes. Candidate consent must be obtained in either scenario.

If students should require their original exam scripts to be returned to them, they will be required to pay the relevant fee, complete the paperwork provided by the Exams Manager and return it by the exam boards' Access to Scripts deadline.

13. Certificates

The official certificates are issued by the exam boards after the review of marking period has ended. They are then checked and collated by the exams office staff. When the certificate packs are ready, the Exams Manager will email those students who have left the school and those who have stayed in Sixth Form to inform them that their certificates are ready for collection.

Certificates must be collected in person and photo ID must be shown on collection. If a student cannot collect their certificates themselves, they may authorise a third party to collect on their behalf. In this instance, the student must email the Exams Manager in advance of the collection day, naming their representative.

The school retains exam certificates for 12 months. Certificates not collected within this period may be securely destroyed in accordance with the school's records retention procedures.

It is not possible for the school to obtain replacement certificates. If a student loses their certificates or they are damaged, it is the candidate's responsibility to liaise directly with examination boards to obtain a replacement and pay the relevant fee.

14. Risk Assessment

Emergency evacuation during an examination:

- The Centre staff will ensure that students stay calm and seated until they are told what to do and where to go.
- Examination emergency procedures are available in every exam room and in the Invigilation folder in each exam room.

15. Contingency Planning

This plan examines potential risks and issues that could cause disruption to the exams process at Carshalton High School for Girls. 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 Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.

It is the Exams Manager's responsibility to liaise with the awarding bodies directly should there be any disruption. At this point the school's contingency planning will also come into force if necessary.

In the event that the Head of Centre decides the Centre cannot be opened for scheduled examinations the relevant awarding body **must** be informed as soon as possible. Advice will then be taken from the awarding body as to alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take the scheduled examination, for example in the case of severe weather conditions. In the event of the Sports Hall being out of use on an examination day, the Hall and Gym will be set up as the first alternative. In the event of the school being out of use on an examination day then Wallington High School for Girls will be the alternative venue, followed by Nonsuch High School for Girls, which are sister schools in the Girls Learning Trust.

Awarding bodies designate a 'Contingency Day' each year for examinations for instances where there has been a national or local disruption to examinations. Candidates have to remain available up until the day specified by the awarding bodies.

Appendix A

Exam Contingency Plan

Contact Numbers:

Exams Office (CHSG)	**AQA**	**OCR**	**Pearson / Edexcel**	**WJEC/Eduqas**	**JCQ**
0208 647 8294 ext. 2127	0800 197 7162 eos@aqa.org.uk	01223 553998 support@ocr.org.uk	0344 463 2535	02920 265 077 exams@wjec.co.uk	**info@jcq.org.uk**

Possible causes of exam disruption and the actions that should be taken to mitigate these are listed in the table below

Problem / Issue	Criteria for implementation	Actions / Mitigation	Staff Responsible
Exams Manager absence (short term or extended absence) at key points in the exam cycle	In the event that the Exams Manager is absence from work in the immediate short term at key points in the exam cycle, or the absence long term. Key points in the cycle relate to: ● **Planning stage** ○ Collation of qualification details ○ Recruitment of invigilators ● **Entries** ○ Submitting entries to awarding bodies ● **Pre-exams** ○ Exam scheduling (rooms/invigilators etc.) ○ Issuing candidate timetables ● **Exam time** ○ Exam operations (running the exams) ● **Results and post-results** ○ Downloading/issuing candidate results ○ Dealing with post-result queries/requests	SLT member temporarily directed by the Head of Centre to assume responsibility for all aspects of the examination process supported by members of the data and exams team as required. Seek support and guidance from other exams managers (at other centres) within the trust. Head of centre to allocate or appoint additional support staff to the exams team as appropriate.	Head of Centre to direct other staff members and contact exams and data team members for additional support.

SENDCo extended absence at key points in the exam cycle	In the event that the SENDCo is absence from work at key points in the exam cycle. Key points in the cycle relate to: ● **Planning stage** o Candidate testing for access arrangements o Evidence of need gathering ● **Pre-exams** o Approval for access arrangements (applications) o Staff facilitator training o Centre-delegated arrangements put in place ● **Exam time** o Access arrangement candidate support	Deputy SENDCo, Teaching Assistants and Exams Manager to work with the Exams Team to identify candidates where applications for access arrangements/reasonable adjustments may be required and plan for testing and applications. The employment of outside agencies/professionals may be required to assist in this process of access arrangement testing. Seek support from other SENDCos within the trust/local cluster as appropriate.	Head of Centre and Deputy SENDCo
Teaching staff extended absence at key points in the exam cycle	When teaching staff are absent for a prolonged period thereby affecting non-examination assessment tasks being set/issued/taken by candidates as scheduled and/or internal assessment marks/work not being available for submission to awarding bodies.	Head of centre to employ suitable supply/temporary staff to cover staff absence in the short term ensuring that required assessment tasks are completed. Subject specialists/Heads of Department from the trust to support teaching and learning activities in the absence of the subject teacher and aid in the completion of all assessment activities.	Head of Centre
Disruption of teaching time – centre closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning.	Seek advice from awarding organisations and JCQ. Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. Facilitate alternative methods of learning, alternative venues or both; Head of centre and SLT to work with the trust leadership group to facilitate alternative arrangements (within the trust or in collaboration with other centres) to minimise the impact of lost learning and teaching time.	Head of Centre & SLT Line Manager for Exam Manager

		Prioritise candidates who will be facing examinations shortly. Advise candidates, where appropriate, to sit examinations in the next available series.	
Invigilator shortage; lack of appropriately trained invigilators or invigilator absence	When the centre failures to recruit and train sufficient invigilators to conduct exams (to meet expected ratios) or there is an invigilator shortage on peak exam days/absence on the day of an exam.	Exams Manager will review the invigilation staffing at the start of each academic year and after making exam entries, to ensure sufficient staff are recruited and trained to meet expected ratios working closely with HR teams. HR will be aware of the school staff available for invigilation duties at short notice and for peak exam days (support staff); Exams Manager will coordinate requirements with HR and Exams Team SLT Line Manager to mobilise staff at short notice as needed. Staff will be directed by the Head of Centre. Staff will be trained in advance using the central trust provided training materials.	SLT Line Manager for Exam Manager & Exam Manager
Exam rooms shortage; lack of appropriate rooms or main venues unavailable at short notice	When it is identified that there are insufficient exam rooms available to accommodate candidates for scheduled public examinations.	Exams Manager will organise rooming for examinations in advance of all examination windows to ensure sufficient time is available to identify appropriate rooms and plan appropriately. In the event of a room not being available at very short notice (or insufficient rooming available), support staff and invigilators will be used to ensure the security of the examination is not compromised whilst alternative rooming is sourced (candidates will be suitably isolated as required). Seek advice from awarding organisations and JCQ Inspection Service; request timetable adjustment if required and operate exams on split timings.	SLT Line Manager for Exam Manager & Exam Manager

		Alternative accommodation may be used at a nearby centre (most likely within the trust) and candidates transported as appropriate.	
Cyber attack	Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations	Exams Manager will work with IT and contact the relevant Awarding Body to seek further guidance. Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.	Exam Manager & GLT Head of IT
Failure of IT systems	When the MIS (management information system) or IT network/internet connection fails at key points in the exam cycle. Key points in the cycle relate to: ● **Entries** o Submitting entries to awarding bodies ● **Pre-exams** o Exam scheduling (rooming/candidate seating etc.) o Issuing candidate timetables ● **Exam time** o Online examinations ● **Results and post-results** o Downloading and producing results slips	Exams Manager will make entries from another site direct to the awarding bodies (using awarding bodies' secure extranet sites). Exam room scheduling/timetables complied using alternative methods (alternative software/manual bookings and timetables). Exams Manager will contact awarding bodies in respect of re-sitting online exams affected by system failure, or to seek an alternative solution. Results accessed directly from the awarding bodies' secure extranet sites (accessed from an alternative site if necessary).	SLT Line Manager for Exam Manager & Exam Manager
Emergency evacuation of the exam room (or centre lock down)	When the exam room requires evacuation or the centre enters a lockdown procedure.	Inform relevant awarding organisations as soon as it is possible and safe to do so and seek advice. Refer to emergency plans and/or health and safety policy/lockdown policy, where appropriate. Invigilators to follow the emergency evacuation/lockdown procedure for examinations in accordance with agreed protocols.	Head of Centre & SLT Line Manager for Exam Officer

Candidates unable to take examinations because of a crisis – centre remains open	In the event that candidates are unable to attend examination centres to take examinations as normal e.g. sickness bug (including Covid19 (Coronavirus))	Communicate with relevant awarding organisations at the outset to make them aware of the issue and seek advice. Communicate with parents, carers and candidates regarding any possible solutions/options to the issue. Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations. Offer candidates an opportunity to sit any examinations missed at the next available series. Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.	SLT Line Manager for Exam Manager & Exam Manager
Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre forces it to close	Inform relevant awarding organisations as soon as possible and seek advice. Refer to emergency plans and/or health and safety policy, where appropriate. Open for the centre for examinations and examination candidates only, if possible. Use of Hall and Gym in the event of the Sports Hall being out of action as these are in separate buildings. Use alternative venues (Wallington High School for Girls in the first instance and Nonsuch High School for Girls secondly as these are within the trust) in agreement with relevant awarding organisations. SLT to work with the trust leadership group to organise logistics and communications to parents. Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.	Head of Centre & SLT Line Manager for Exam Manager

		Offer candidates an opportunity to sit any examinations missed at the next available examinations series, if possible.	
Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations.	Communicate with awarding organisations to organise alternative delivery of papers. Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier.	SLT Line Manager for Exam Manager & Exam Manager
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts.	Seek advice from awarding organisations and their normal collection agency regarding collection. Only make alternative arrangements after approval from awarding organisation and make sure papers are securely stored until collection	SLT Line Manager for Exam Manager & Exam Manager
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers. Seek advice from awarding organisations on their procedures for dealing with such issues. Where partial assessments can be recovered these will be made available where appropriate. Procedures to recover/re-complete work (e.g. IT data reconstruction for electronic work) will be employed where relevant.	SLT Line Manager for Exam Manager & Exam Manager
Centre is unable to distribute results as normal	In the event that the centre is unable to access or manage the distribution of results to candidates	Contact awarding organisations about alternative options. Plan to access results at an alternative site. Wallington High School for Girls in the first instance, Nonsuch High School for Girls as second option. Share facilities with other schools/colleges if possible. (WHSG)	SLT Line Manager for Exam Manager & Exam Manager

Fire Alarm goes off during an examination	In the event of a continuous fire alarm sounding during an examination requiring an evacuation of the school site	Invigilators to manage immediate evacuation procedure. They should record the time the exam is suspended; keep students secure and in silence. Once allowed to return record time exam restarted and advise students of new finish time. Exams Manager and Assistant to assist invigilators at the evacuation point to manage the students. Exams Manager to advise exam board as soon as possible. Special consideration to be applied for	Exam Manager, Exams Assistant & Invigilators
Head of centre, or a member of the senior leadership team, with oversight of examination administration is absent **(Escalation process)**	In the event that the Head of centre, or a member of the senior leadership team, with oversight of examination administration is absence during the key points in the exam cycle.	Chief Executive Officer/senior leader from the trust alerted to staff absence and relief staff appointed and deployed from other sites as required. Support to be provided from the trust school's exams/data teams as needed to ensure the examinations process continues seamlessly	Other SLT member to contact the trust executive team.

Further Guidance to inform and implement contingency planning

JCQ, Instructions for Conducting Examinations (ICE), 2022/24 – Section 15

Contingency Planning

The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

The awarding bodies will designate 'contingency days' for examinations, summer 2023. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland:

Ofqual Guidance

https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

Useful Links

JCQ Joint Contingency Plan https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

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

A guide to the special consideration process https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

GOV.UK

Emergency planning and response: Exam disruption
https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

National Cyber Security Centre
The NCSC's free Web Check and Mail Check services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to all UK schools. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the https://www.ncsc.gov.uk/.

The Department for Education has been asking centres to review National Cyber Security Centre advice following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work. Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. https://www.ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector
2. https://www.ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks
3. https://www.ncsc.gov.uk/blog-post/offline-backups-in-an-online-world
4. https://www.ncsc.gov.uk/collection/small-business-guide/backing-your-data
5. https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools
6. https://www.youtube.com/watch?v=FppzWedY0ic&t=237s
7. https://www.ncsc.gov.uk/news/school-staff-offered-training-to-help-cyber-defences

Appendix B
Word Processing

1. Centre Information

Centre Name	Carshalton High School for Girls
Centre Number	14705
SENDCo	Karen Bramson
Exams Manager	Rebecca Maybury
Senior Leader	Peter Baumann-Winn – Head of Centre
IT Manager	Rohan Lewis

2. Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of the updated JCQ regulations and guidance contained in the publications:

- Access Arrangements and Reasonable Adjustments: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/ referred to as EAA
- Instructions for conducting examinations: https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/ referred to as ICE.

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

Centres are allowed to provide 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. For example, the quality of language significantly improves because of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic braillers and tablets.)

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. NB Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

For the regulations on the use of word processors in written examinations, please see the JCQ publication Instructions for conducting examinations (commonly known as the JCQ 'ICE' booklet):

3. Purpose of the policy

This policy details how Carshalton High School for Girls complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 (Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

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

4. Qualifications for use

Carshalton High School for Girls will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Carshalton High School for Girls will:

- allocate the use of a word processor with the spelling and grammar check / predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1
- award the use of a word processor to a candidate where appropriate to their needs (AA 5.8.4). For example, a candidate with:

    - a diagnosed learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
    - a diagnosed medical condition
    - a diagnosed physical disability
    - a diagnosed sensory impairment
    - such poor handwriting that it would be illegible when writing during an exam
    - planning or organisational problems when writing
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA.4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements / reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The following evidence would be required to justify a student using a word processor/tablet for one or more of their examinations;

- They fall below the writing speed or legibility or comprehensibility threshold in the formal access arrangements assessment
- Teachers report that the pupil has illegible handwriting. This must be supported with a sample of the writing and the SENDCO must agree with the judgment
- Teachers report that the pupil has very slow handwriting so that they rarely complete a timed test. This must be supported with a sample of timed writing. This could be followed up with a formal assessment of writing speed.
- There is a diagnosed medical condition made by trained medical professional that clearly states the use of a word processor / tablet would be required for examinations

Regardless of which of the above applies, the pupil must be able to demonstrate that they can competently use a laptop (i.e. typing speed) and if possible, this should have been practiced in at least one series of exams before the end of Year 11.

If a student is deemed to need the use of word processor / tablet for her examinations this does not necessarily mean they will have access to one for every exam they take – see point 4.6 for an explanation of this

The decision to issue a word processors / tablets will rest with the SENDCO and the member of staff who has the responsibility to assess for exam access arrangements, in conjunction with the Exams Manager.

4 Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate, would be:

- 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 (AA 4.2.4)
- Where the curriculum is delivered electronically and the centre provide word processors for all candidates (AA 5.8.4)

5 Arrangements for the use of a word processor

Carshalton High School for Girls will ensure that the word processors (ICE 14.25):

- be 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
- have been cleared of any previously stored data
- that use portable storage medium will be provided by the centre and any previously stored data on that device is cleared
- be in good working order at the time of the examination
- in only used in a way to produce scripts under secure conditions, otherwise they may be refused

- are not used to perform skills which are being assessed
- is accommodated in such a way that ensures a candidate are not disturbed and cannot read the screen.
- is not connected to an intranet or any other means of communication
- do not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- do not include graphic packages or computer aided design software unless permission has been given to use these
- do 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 (ICE 14.20
- do not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- where a candidate is to be seated with the main cohort without the use of a power point) checks 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 (ICE 14.21)
- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)

- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

When printing the script after the exam has ended, Carshalton High School for Girls will ensure that:

- the word processor either be 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 must be present to verify that the work printed is his or her 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 body's awarding instructions)
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

STATEMENT

JCQ regulations (Access Arrangements and Reasonable Adjustments, section 5.8) state: A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

The criteria Carshalton High School for Girls uses to award and allocate word processors for examinations

Carshalton High School for Girls confirms the normal way of working in examinations is:

- candidates handwrite responses on their examination scripts (an exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology)

Awarding the use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

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

(This list is not exhaustive)

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the Girls Learning Trust in liaison with the SENDCo and the Exams Manager. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE.

Appendix C
Malpractice
Malpractice, including maladministration, means any act, default or practice which is a breach of the regulations that apply to the exam or assessment being taken. This can involve centre staff as well as students.

Malpractice doesn't necessarily involve an intention to cheat or gain an unfair advantage. The vast majority of allegations that JCQ awarding bodies deal with involve unintentional breaches of the regulations, usually caused by a lack of knowledge of the requirements contained in the ***JCQ Instructions for Conducting Examinations (ICE)*** ICE_23-24_Final-March-2024.pdf (jcq.org.uk)***.*** However, even when malpractice is unintentional, the consequences can be significant.
Malpractice also doesn't necessarily only affect the students involved – a breach of the regulations could potentially impact all students at every centre taking that assessment.

When an awarding body has received a credible allegation of malpractice they have a duty to establish whether the malpractice or maladministration has occurred. The process that awarding bodies follow so is set out in Malpractice - JCQ Joint Council for Qualifications

This appendix covers all qualifications delivered by the school and its purpose is to ensure that all staff and students:

- are aware of what constitutes malpractice;
- understand how to prevent it from occurring so that they can actively take steps to prevent it; and where malpractice does occur, take prompt action to report it.

Details below outline how students are informed and advised to avoid committing malpractice in examinations/assessments, and how suspected malpractice issues should be escalated within the school and reported to the relevant awarding body.

It is the responsibility of everyone involved in the exam processes to read, understand and implement all parts of the exams policy, which will be reviewed annually by the Head of Centre, Senior Leader in charge of examinations and the Exams Manager.

Malpractice and maladministration

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the regulations;
- a breach of awarding body requirements regarding how a qualification should be delivered; and/or
- a failure to follow established procedures in relation to a qualification;

which:

- gives rise to prejudice to candidates;
- compromises public confidence in qualifications;
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Malpractice may be:

- intentional, aiming to give a candidate or candidates an unfair advantage or disadvantage in an examination or assessment;
- due to a lack of awareness of the regulations, carelessness, or forgetfulness in applying the regulations (which may often be called 'maladministration'); and/or • as a result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the supervision of students is disrupted).

Candidate malpractice
'Candidate malpractice' means:

- malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Centre staff malpractice
'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe.

In accordance with the regulations, the school will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations 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; and
- 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.

Preventing Malpractice

- The school has in place robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures. Malpractice - JCQ Joint Council for Qualifications
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in all of the JCQ documents and any further awarding body guidance:

  - Malpractice_Mar24_Revision_One_FINAL.pdf (jcq.org.uk)
  - Plagiarism in Assessments - JCQ Joint Council for Qualifications
  - AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications
  - Appeals_Booklet_2023_FINAL.pdf (jcq.org.uk)

Students must ensure that all submitted work is their own. Any use of artificial intelligence tools must comply with current JCQ and awarding body regulations and must not compromise the authenticity of assessed work.

Informing and advising candidates and staff

- Students are informed about malpractice, how to avoid committing malpractice and what steps to take if they suspect malpractice has been committed through an annual assembly and followed up with a voiced PowerPoint and a written booklet that is sent home to students and parents along with a copy of the JCQ document Information for candidates.

- Staff are reminded at an annual briefing of the importance of reporting any incidences of suspected, alleged or actual malpractice to the Exams Manager, and of knowing the specific regulations relating to internal assessment for the qualifications in their subject as well as general regulations about malpractice. Staff are also provided with guidance from JCQ's publication Plagiarism in Assessments to ensure that they are confident about what constitutes malpractice. Regular reminders and signposting to our policy and JCQ documentation run throughout the year.

Identification and Reporting of Malpractice

Reporting suspected malpractice to the awarding body

- The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures.
- The Head of Centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation.
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration. These forms can be obtained from the Exams Manager and the SLT lead for exams and are stored on our staff home page.
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately.
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals.
- Once the information gathering has concluded, the Head of Centre (or other appointed information-gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries.
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used.
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly.

Communicating Malpractice Decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The Head of Centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal.

Appeals against Decisions made in Cases of Malpractice

The school will:

- provide the individual with information on the process and timeframe for submitting an appeal, where relevant; and
- refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals processes.

Appendix D - Use of Artificial Intelligence

Intentions/Guiding principles

- At CHSG 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, 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 JCQ.
- 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 Manager 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 Manager. Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per the Carshalton Girls Malpractice Policy.

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

- Invalidation of the NEA in question
- Loss of marks, disqualification from a component, qualification or other sanctions as determined by the awarding body.

Conclusion
At Carshalton Girls 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.