



# Exams Policy

Date Agreed by the Governing Body	Dec 25
Date to be reviewed	Sep 26
Date of last review	Nov 24
Governors Committee accountable for review	Education Committee

## Contents

<b>1. Introduction and aims</b>	<b>3</b>
<b>2. Roles and Responsibilities</b>	<b>3</b>
2.1 Everyone	3
2.2 Head of Centre	3
2.3 Exams Officer	3
2.4 Subject Leaders	4
2.5 Teachers	5
2.6 Special Educational Needs Co-ordinator (SENCo)	5
2.7 Invigilator(s)	5
● External invigilators will be used for exam supervision.	5
2.8 Candidates	5
<b>3. Qualifications offered</b>	<b>5</b>
<b>4. Exam series and timetables</b>	<b>6</b>
4.1 Exam timetables	6
4.2 Religious Festivals and Exam Seasons	6
<b>5. Entries (including entry details and late entries)</b>	<b>6</b>
5.1 Late entries	7
5.2 Re-sits	7
<b>6. Exam fees</b>	<b>7</b>
<b>7. Equalities</b>	<b>7</b>
<b>8. Access arrangements</b>	<b>8</b>
8.1 Use of word processors	9
8.2 Criteria for the use of word processors in public examinations and assessments	9
8.3 Arrangements at the time of the assessment for the use of a word processor	11
<b>9. Contingency planning</b>	<b>12</b>
<b>10. Managing invigilators</b>	<b>12</b>
<b>11. Malpractice</b>	<b>12</b>
11.1 Definition of Malpractice by Learners	12
11.2 Definition of Malpractice by Centre Staff	13
11.3 Avoiding Malpractice	13
<b>12. Exam days</b>	<b>14</b>
<b>13. Candidates</b>	<b>14</b>
13.1 Clash Candidates	14
13.2 Special Consideration and Absence from Exams	15
<b>14. GCE and GCSE Non-examination Assessments</b>	<b>15</b>
<b>15. Results and certificates</b>	<b>16</b>
15.1 Results	16
15.2 Appeals Procedure Following the Outcome of an Enquiry about Results	16
15.3 Certificates	17
<b>16. Monitoring and review</b>	<b>17</b>
<b>17. Links with other policies</b>	<b>18</b>

## 1. Introduction and aims

The Royal Grammar School 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 pupils 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

## 2. Roles and Responsibilities

### 2.1 Everyone

It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy which will be reviewed annually by the Exams Officer and Assistant Headteacher in charge of the Exams Office.

### 2.2 Head of Centre

The Head of Centre:

- Has overall responsibility for the RGS as an exams centre
- Is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the JCQ regulations and awarding body requirements
- Is responsible for ensuring that all staff comply with the [JCQ guidelines](#)
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on [malpractice in examinations and assessments](#)
- Ensures appropriate controls are in place that allow accurate data to be submitted to the awarding bodies, e.g. entries and internally assessed marks
- Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's license or passport. A candidate should only be entered under alternative names in exceptional circumstances

Our Head of Centre is Phillip Wayne.

### 2.3 Exams Officer

The Exams Officer is responsible for the administration of exams. They:

- Manage the administration of public exams, including the booking and set-up of exam rooms
- Advise the Senior Team, Subject and Class Tutors and other relevant Support Staff on annual exam timetables and application procedures as set by the various exam boards
- Notify Candidates of the regulations governing public examinations

- Oversee the production and distribution to Staff, Governors and Candidates of an annual calendar for all exams in which Candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensure that Candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consult with teaching staff to ensure that necessary Coursework is completed on time and in accordance with JCQ guidelines
- Oversee the dates for the completion and submission of Non Examination Assessments • Provides and confirms detailed data on estimated entries
- Receive, check and store securely all exam papers and completed scripts, including scripts used for generating teacher assessed grades
- Administer access arrangements and make applications for special consideration using the JCQ Access Arrangements and Reasonable Adjustments and A guide to the special consideration process
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the Exam Invigilators, organise the recruitment, training and monitoring of a team of Exam Invigilators responsible for the conduct of exams, including remote assessments
- Submit Candidates' Coursework/NEA (non-exam assessment) marks, track secure despatch and store Coursework/NEA 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, in consultation with the Senior Team, any appeals/re-mark requests
- Maintain systems and processes to support the timely entry of Candidates for their exams
- Notify access arrangements
- Administer access arrangements
- Administer all exam materials to and from the exam venues and ensure the security of exam papers from their arrival at the school to their distribution in the exam rooms
- Oversee the submission of teacher assessment grades to exam boards if public exams are cancelled

## 2.4 Subject Leaders

Subject Leaders are responsible for:

- Guidance and pastoral oversight of Candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of Coursework/NEA marksheets and declaration sheets
- Accurate submission of entry and all other mark sheets within deadlines as set by the Exams Officer, to the Exams Office
- In case of cancellation of public exams, ensure consistent and accurate generation of teacher assessment grades, and oversee the recording of evidence used to generate grades within their

departments

## 2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the subject leaders and/or the exams officer
- Provide teacher feedback and evidence of normal way of working

## 2.6 Special Educational Needs Co-ordinator (SENCo)

The SENCo is responsible for:

- It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations
- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so they can put exam day arrangements in place.
- Provision of additional support as appropriate, depending on the needs of a pupil and their approved access arrangements in liaison with the Exams Officer, to help Candidates achieve their course aims
- Processing any necessary applications to gain approval (if required)
- Liaison (either in person or through SEN staff) with the Exams Officer and her invigilators to ensure Candidates receive the appropriate access arrangements

## 2.7 Invigilator(s)

- External invigilators will be used for exam supervision.
- They will be used for external exams and internal mock examinations.
- The recruitment of invigilators is the responsibility of the Exams Officer.
- Securing the necessary DBS clearance for new invigilators is the responsibility of the HR Department. DBS fees for securing such clearance are paid by the Centre.
- Invigilators are timetabled and briefed by the Exams Officer.
- Invigilators' rates of pay are set by the Centre Administration.

## 2.8 Candidates

Candidates are responsible for:

- Checking their exam entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

## 3. Qualifications offered

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

The statutory tests and qualifications offered are GCSE, A levels and BTEC.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year.

- **Key Stage 4**

All Candidates will be entitled, and enabled, to achieve an entry for qualifications from an external Awarding Body.

- **Post-16**

It is expected that all Post-16 examinations will be taken in Year 13. An exception will be made for boys who wish to take the BTEC Extended Certificate at the end of Year 12.

## **4. Exam series and timetables**

### **Exam Seasons**

- Internal exams are scheduled in January and June
- Public exams are scheduled in May and June
- If public exams are cancelled, the School may set up additional assessment series as part of the process of generating teacher assessed grades
- All internal exams are held under external exam conditions
- The exam series used in the Centre are decided by the Head of Centre, Assistant Head and the Senior Team

### **4.1 Exam timetables**

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams at a specified date before each series begins.

### **4.2 Religious Festivals and Exam Seasons**

- For public exams, the School is not able to adjust timetables to take account of holy days or religious festivals. If the performance of a candidate risks being affected by observance of a religious festival (for example, by fasting during the period of public exams), we strongly recommend that this is communicated to the Exams Officer prior to the start of the exam season
- For internal exams, the School will strive to make reasonable adjustment to the timetables of individual students so that they can participate in religious festivals and holy days. All leave of absence requests during the exam period must be made in advance so that alternative times can be arranged for the exams to take place.

## **5. Entries (including entry details and late entries)**

Candidates are selected for their exam entries by the Subject Leaders and the subject teachers.

- The Centre will register each candidate within the awarding body requirements and provide a mechanism for Subject Leaders to check the accuracy of entries.
- For BTEC: the Centre will make each candidate aware of their registration status.

- The Centre will inform the awarding bodies of withdrawals, transfers or changes to candidate details.
- Candidates or parents can only request a change of exam level or withdrawal after consultation with the Head of Year
- The Centre accepts entries from external Candidates in certain circumstances, such as when Year 14 students are retaking A levels or when students have been prepared for examination by staff at the School.

## 5.1 Late entries

Entry deadlines are circulated to Subject Leaders via the Exams notice board.

Late entries are authorised by the Exams Officer and Assistant Head.

## 5.2 Re-sits

Candidates are not allowed retakes in GCSE (exceptional circumstances will be considered in Maths and English – for example, if a certain grade in Maths is required for entry to a candidate’s chosen university course)

- Retake decisions will be made in consultation with the Candidates, subject teachers and the Subject Leaders. (See also ‘Exam Fees’.)

## 6. Exam fees

- GCSE initial registration and entry exam fees are paid by the Centre.
- A Level and BTEC initial registration and entry exam fees are paid by the Centre.
- Late entry or amendment fees are paid by the Candidates.
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the Awarding Bodies.
- Candidates who fail to sit an exam or meet the necessary Coursework/NEA requirements may be required to reimburse the RGS for the costs.
- The fees reimbursement policy will be communicated in writing to Candidates and parents/carers at the start of GCSE and Post-16 courses.
- Retake fees for first and any subsequent retakes are paid by the Candidates. (See also ‘Retakes’)
- Candidates must pay the fee for an enquiry about a result.

## 7. Equalities

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. This is the responsibility of the head of centre, exams officer and the SENCO.

## 8. Access arrangements

### Exams Access Arrangements: A Guide for Parents and Carers

A candidate's access arrangements requirement is determined by the SENCo.

- The SENCo will work to establish the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP). With this evidence and the appropriately qualified assessor's advice access arrangements/reasonable adjustments requirements will be identified.
- The reasonable adjustments will have been identified prior to the start of exam series as required by JCQ. JCQ says the following "*Schools should be able to process applications at the start of or during the first year of a two-year GCSE course, having firmly established a picture of need and normal way of working during Years 7 to 9.*" Within RGS this means that students will have been identified and given exams access prior to the end of Year 10. Any new students to the school in sixth form will be assessed and given exams access as appropriate dependent on the evidence provided by the prior school.
- The SENCO will inform subject teachers of candidates with special educational needs (SEN) and any special arrangements that individual candidates will need during the course and in any assessments/exams. The SENCo will record and inform staff of any special arrangements that individual students can be granted during the course and in the exam.
- Liaises with teaching staff to gather evidence of the normal way of working of an affected candidate. For example JCQ for 25% extra time now requires that schools provide evidence of need in the form of comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded; as well as a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time.
- Provide opportunities for candidates to practise their arrangement before any exams take place.
- Making access arrangements for students to take exams is the responsibility of the SENCo, SEN Manager and Exams Manager.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Manager. Completion of the forms 8 and 9 are the responsibility of the SENCo and the SEN Manager
- The Exam officer will apply for approval through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO.
- Rooming for access arrangement students will be arranged by the Exams Manager.
- Invigilation and support for candidates using access arrangements, as defined in the [JCQ access arrangements regulations](#), will be organised by the Exams officer. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of which is to be assessed in conjunction with JCQ guidelines will also be organised by the exams officer and appropriate invigilation will be provided
- A file for each candidate will be kept online using the online platform adopted by RGS and will be the responsibility of the exams officer and the SENCo to ensure that it is available and contains all the necessary documentation for JCQ inspection purposes (each candidate's e-folder must hold each of the required documents for inspection).

- The Exams officer will ensure staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keep a record of the content of training provided to facilitators for the required period.

### 8.1 Use of word processors

This section details how the Royal Grammar School High Wycombe complies with JCQ documents [Access Arrangements and Reasonable Adjustments](#) and [instructions for conducting examinations](#) when awarding and allocating a candidate the use of a word processor in examinations and assessments. This covers Public Examinations (PEs) and Non-Examination Assessments (NEAs), which are produced under exam or controlled conditions at school

- The term “word processor” is used here to cover all forms of written communication which are not handwriting – for example, use of a laptop, desktop, tablet or other electronic device.
- For PEs and NEAs the candidate will use a laptop provided by the Examinations Office. Candidates may not use their own laptop
- The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment. However, the use of a word processor must reflect the candidate’s normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates
- The purpose of using a word processor is to ensure, where possible, that barriers to assessment are removed for a candidate, preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for the candidate. A word processor cannot simply be granted to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard or because they use a laptop at home
- Although use of a word processor is intended to allow access to assessments, it cannot be granted where it will compromise the assessment objectives of the specification in question
- Candidates may not require a word processor in every specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The SENCo will consider the need for a word processor on a subject-by-subject basis
- The SENCo will ensure that access to a word processor does not unfairly disadvantage or advantage a candidate
- For a word processor to be allocated, the candidate must have had appropriate opportunities to practice using the word processor before his first examination
- For public examinations, an application for a word processor must be submitted to the SENCo no later than the end of October in the academic year in which the exams take place
- The SENCo will make the final decision on whether to award a candidate the use of a word processor in public examinations and assessments

### 8.2 Criteria for the use of word processors in public examinations and assessments

- The ‘normal way of working’ for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions:

- A candidate may be awarded the use of a word processor in public examinations and assessments where they have a firmly established need, it reflects their normal way of working and when not being awarded a word processor would leave them at a substantial (rather than minor) disadvantage to other candidates because of persistent and significant difficulties. For example, a candidate with:

- 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.

In such cases, the SENCo will:

- only permit the use of a word processor where the integrity of the assessment can be maintained
- not permit the use of a word processor where it will compromise the assessment objectives of the specification in question
- only permit the use of a word processor in public exams and assessments if the candidate has had prior practice of using a School word processor in internal exams and assessments. A candidate's use of their own word processor in internal exams and assessments will not be considered when deciding whether to allow them to use a word processor in public exams and assessments
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- consider whether to allocate a word processor to a candidate at the start of the GCSE or A Level/BTEC 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
- only permit the use of a word processor after consultation between the candidate, the SENCo, and the candidate's teachers

The SENCo will not:

- grant the use of a word processor to a candidate because they now prefer to type rather than write in exams, can work faster on a keyboard, or because they use a word processor at home
- grant the use of a word processor automatically based on recommendations in privately commissioned reports.

The final decision on all cases is made by the SENCo.

Please note that allocation of a word processor does not automatically entitle a candidate to 25% extra time and vice-versa.

#### **Examples of need – Word processor**

- A candidate who cannot write legibly because they have significant learning difficulties asks to use a word processor in their examinations. It is their **normal means of producing written work within the School** because their teachers cannot read their writing. They are very proficient in using a word processor. The SENCo allows them to use a word processor in their examinations.
- A candidate who has significant learning difficulties has quite legible writing. However, they make many omissions and cannot order their ideas correctly. Their written scripts are legible but covered in crossings-out and omission marks. They request a word processor and this is granted by the SENCo. The use of a word processor allows them to correct text, sequence their answers and reflects their **normal way of working within the School**.

#### **Examples of need – Word processor and 25% extra time**

- A candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is their **normal way of working within the School**. When typing they can produce their written work effectively. The SENCo awards the use of a word processor as it removes the barrier presented by their slow handwriting. The SENCo will consider whether 25% extra time is required when they write by hand such as in GCSE Mathematics and Science examinations. The candidate's cognitive processing will need to be assessed as they will require two below average standardised scores or one below average standardised score **and** one low average standardised score to be awarded 25% extra time.
- A candidate with significant learning difficulties has a below average speed of writing and below average scores in areas of cognitive processing and reading speed. As using a word processor is their **normal way of working within the School**, they have been able to improve their typing speed to match the equivalent average writing rate. However, they have **persistent and significant difficulties** in interpreting questions and formulating their typed answers. They are given 25% extra time, as well as the use of a word processor, as both arrangements are appropriate to their needs.

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

A candidate using a word processor will be accommodated in the main examination hall unless there are specific reasons, either logistical or educational, not to do so. In compliance with the regulations the Exams Officer or a member of the invigilation team will:

- provide a word processor with the spelling and grammar check and predictive text disabled by the IT department
- check the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged and/or the word processor is connected to a suitable power source for the duration of the exam
- remind the candidate to ensure their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01
- ensure the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6
- instruct the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners
- provide a blank memory stick so that the candidate can save their work
- remind the candidate to save their work at regular intervals

In addition, the centre will ensure the word processor:

- 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 the internet 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 only as a typewriter
- is cleared of any previously stored data before and after use
- does not give the candidate access to other applications such as a calculator or spreadsheets
- does not include graphics packages or computer aided design software unless permission has been given to use these

#### **At the end of the exam/assessment session:**

- the laptop and memory stick will be collected by a nominated person
- the work will be printed from the memory stick. The candidate must be present at the time of printing to verify that the work printed is their own and is complete
- the printed copy of the work will be given to the teacher (if it is a piece of NEA) or sent by the Exams Officer to the exam board (if it is a public exam script)
- the work will then be deleted from the hard drive
- if the memory stick has been used for a public examination, it will be cleared of work
- if the memory stick has been used for a piece of NEA that is being run across more than one session then it will be stored securely in the Examinations Office and used again for the next session in that subject. Once the NEA has been completed, the memory stick will be cleared of work

## **9. Contingency planning**

Contingency planning for exam administration is the responsibility of the head of centre and exams officer and all centres must have a written examination contingency plan that covers all aspects of examination administration, in accordance with JCQ guidelines.

All relevant centre staff must be familiar with the official Exam Contingency policy. The policy outlines the required procedures and plans, and is maintained in accordance with the guidance provided by JCQ and the awarding bodies.

## **10. Managing invigilators**

External invigilators will be used for exam supervision.

- They will be used for external exams and internal mock examinations.
- The recruitment of invigilators is the responsibility of the Exams Officer.
- Securing the necessary DBS clearance for new invigilators is the responsibility of the HR Department Manager.
- DBS fees for securing such clearance are paid by the Centre.
- Invigilators are timetabled and briefed by the Exams Officer.
- Invigilators' rates of pay are set by the Centre Administration.

## **11. Malpractice**

### **11.1 Definition of Malpractice by Learners**

This list is not exhaustive and other instances of malpractice may be considered by the Centre at its discretion.

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as the work of an individual.
- Copying (including the use of IT to aid copying).
- Deliberate destruction of another candidate's work.
- Fabrication of results or evidence.
- A false declaration of authenticity in relation to the contents of a portfolio or coursework.

- Impersonation by pretending to be someone else in order to produce the work for another candidate or by arranging for another to take one's place in an assessment or examination.

## 11.2 Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by the Centre at its discretion.

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

## 11.3 Avoiding Malpractice

The Centre, Subject Leaders and subject teachers will:

- Seek to avoid potential malpractice by informing candidates of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Inform learners of the appropriate way to record cited texts and other materials or sources of information.
- Ask candidates to confirm that the work submitted is their own.
- Investigate any allegations of malpractice. Such an investigation will be supported by the Head of Centre and all staff linked to the allegation. It will proceed according to the guidance laid out in the JCQ booklet "Suspected Malpractice Policies and Procedures".
- Make the candidate aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the candidate the opportunity to respond to the allegations made.
- Inform the candidate of the avenues for appealing against any judgement made.
- Document all stages of an investigation.

Where malpractice is proven, the Centre will apply penalties and sanctions as stated in "Suspected Malpractice Policies and Procedures".

## 12. Exam days

- The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- The Estates Manager is responsible for setting up the exam venues such as but not limited to the Queens Hall, Drama Studio and Upper Library.
- The Exams Officer briefs invigilators on exams to be conducted on a session basis.
- The Exams Officer ensures that candidates are informed and required to present their official photo identification card for invigilators to verify identity.
- Only staff authorised by the Exams Officer, in conjunction with the Head of Centre, are allowed in the exam room. Staff must therefore identify themselves and their purpose for being there to the Exams Officer or an invigilator.
- The Exams Officer and/or appointed person will start and finish all exams.
- In practical exams subject teachers may be on hand in case of any technical difficulties.
- Exam papers must not be read by Subject Teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Leaders after 24 hours of the exam session.
- Emergency evacuation of the examination room will be outlined within the centre's exam contingency policy, which will be subject to inspection by the JCQ Centre Inspection Service.
- In the event of an emergency, a full report of the incident must be produced and retained on file and any breach of question paper security or malpractice must be reported to the awarding body immediately.

## 13. Candidates

The Centre's published rules on acceptable dress, behaviour and Candidates' use of mobile phones and all electronic devices always apply.

- Candidates' personal belongings remain their own responsibility, and the Centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines. • Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
- The Exams Officer will attempt to contact any Candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

### 13.1 Clash Candidates

The Exams Officer will be responsible as necessary for identifying these Candidates and notifying parents or carers of the procedures and regulations governing exam clashes.

## 13.2 Special Consideration and Absence from Exams

- Should a Candidate experience a temporary illness, injury or some other event outside their control (such as bereavement) at the time of an exam, it is the Candidate's responsibility to alert the Exams Officer to that effect.
- If the Candidate sits the exam, the Exams Officer will submit a special consideration form to the relevant Awarding Body within seven days of the exam.
- If the temporary illness, injury or other trauma means that the Candidate is unable to sit the exam, the Candidate and their Parent/Guardian/Carer must complete a self-certification form (JCQ Form 14) and return it to the Exams Officer within five days of the exam. The Exams Officer will use this Form to apply for an aegrotat grade on behalf of the Candidate, providing the Candidate has completed the minimum assessment necessary to apply for a grade.

## 14. GCE and GCSE Non-examination Assessments

Teaching staff who deliver non-examination assessments will follow the correct specifications and the specification and instructions provided by the awarding body, or JCQ [instructions for conducting non-examination assessments](#) if appropriate.

The Royal Grammar School is committed to ensuring that all assessments are carried out in a fair and equitable way that allows candidates to perform to the best of their abilities within the regulations laid down by the awarding bodies. To achieve this, Subject Leaders and subject teachers will:

- Ensure that candidates are provided with assignments that are fit for purpose and enable them to produce appropriate evidence for assessment
- Produce a clear assessment plan at the start of the academic year, including clear and reasonable timeframes to produce assessed work and deadlines for completion.
- Assess candidates' work using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' a candidate's achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous moderation or internal verification process,
- including the appointment of a Lead Internal Verifier for BTEC qualifications, who is registered with the awarding body, has undergone appropriate training and can brief/train other staff in the requirements of the Internal Verification process.
- Provide samples for external moderation as required by the awarding bodies.
- Monitor standards verification reports and reports on moderation and undertake any remedial action as required.
- Share good practice between departments within the Centre and in other Centres.
- Ensure that assessment methodology and the role of the assessor is understood by all staff involved in the process.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

## 14.1 Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. The Royal Grammar School recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images., all AI-generated content must be properly attributed.
- Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses. Pupils must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments
- As per JCQ guidance, if AI misuse is detected or suspected by the school and the declaration of authentication has been signed, the case will be reported to the relevant awarding organisation

For more information on AI misuse, see [guidance from JCQ on AI use in assessments](#). Any misuse of AI tools may be treated as malpractice.

## 15. Results and certificates

### 15.1 Results

- All results will be delivered to students via the Student Portal after 8am on the Results Days
- Results are published directly to students
- Results can be collected on behalf of a candidate by a third party, provided they have been authorised to do so.
- Arrangements for the School to be open on results days are made by the Head of Centre
- The provision of staff on results days is the responsibility of the Head of Centre

### 15.2 Appeals Procedure Following the Outcome of an Enquiry about Results

- Where the Head of Centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the Awarding Body, following the guidance in the [JCQ publications Post-results services](#). A guide to the Awarding Bodies' appeals processes <https://www.jcq.org.uk/exams-office/appeals/>
- Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the Candidate and/or their parent/carer is not satisfied, they may make a further representation to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the Centre's internal appeals arrangements and the Exam Board regulations governing the appeals process. Candidates or parents/carers are not permitted to make direct representations to an Awarding Body.

- An appeal should be submitted to the Centre as soon as possible to allow the Centre to process and submit the appeal to the Awarding Body within the required 14 calendar days of receipt of EAR outcome. Awarding Body fees which may be charged for the appeal must be paid by the appellant on submission. 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.

### 15.3 Certificates

- The Centre will ensure that certificate claims are timely and audit certificates received from the awarding bodies to ensure accuracy and completeness.
- Certificates will be presented in person and must be collected and signed for.
- Certificates may be collected on behalf of a Candidate by a third party, provided they have been authorised to do so.
- Certificates are not withheld from Candidates who owe fees.
- In accordance with the guidance of the Joint Council for Qualifications, the School retains the right to destroy any certificates that remain unclaimed after holding them for a period of 12 months.

### 15.4 Enquiries about results (EARs)

Enquiries about results (EARs) may be requested by centre staff or the candidate following the release of results.

- 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.
- The service Enquiries About Results (EARs) may be suggested by Centre Staff but can only be actioned by Candidates or their parents/carers if there are reasonable grounds for believing there has been an error in marking
- Before they submit a request for a review of marking, Candidates will be made aware of the fact that marks can and do go down as well as up. They will also be responsible for the cost
- A request for a review of marking of externally moderated coursework is not available to individual Candidates
- A request for a review of marking of externally moderated coursework can only be made on the basis of a whole cohort and the request must be made by the School
- All processing of EARs will be the responsibility of the exams officer, following the JCQ guidance.

### 15.5 Access to scripts (ATS)

- After the release of results, Candidates may request the return of papers. They will be responsible for the costs
- If a cohort result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking at the Centre's expense • Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of Candidates must be obtained by the Subject Leader. Departments will be responsible for the costs of these scripts
- When the Centre advises against requesting a review of marking, the Candidate must pay the appropriate fee, and a request will be made to the Awarding Body on the Candidate's behalf.

## 16. Monitoring and review

The Head of Centre is responsible for ensuring that this policy is reviewed annually.

## **17. Links with other policies**

This policy links with our policies on:

- [Exam contingency plan](#)
- [Non Examination Assessment Policy](#)
- Whistle blowing policy
- [Conflict of interests policy](#)
- Complaints policy
- Data protection policy

## **18. Appendix**

A guide for parents and carers on Exam Access Arrangements and JCQ Regulations can be found [here](#).