

ULMaS Examinations and Assessment Policy

Reviewed annually in April

Table of Contents

Reviewed annually in April **1**
Table of Contents 2
Policy purpose **4**
Roles and responsibilities **4**
Headteacher 4
Senior Leader with operational responsibility for examinations 4
Examinations Officer 4
The SEND Coordinator (SENDCo) 5
Senior/ lead invigilator 5
Subject Leads / Middle Leaders 6
Candidates 6
Malpractice **6**
Qualifications **6**
Qualifications offered 6
Examination series and timetables **7**
Timetable 7
Entries, entry details and late entries **7**
Entry decisions 7
Parental requests 7
Employee entries 7
External candidates and associated fees 7
Candidates from other schools and institutions 7
Late entries 8

Retakes 8
Examination fees 8
Late Changes 8
Resits 8
Financial hardship 8
Disability Discrimination Act 8
Equality Act 8
Access arrangements 9
Rest Breaks 9
Assessment Access Arrangements And Privately Commissioned Assessments 9
Exams Contingency Plan 11
Cyber attack risks 12
Procedures in the event of the centre being unavailable for examinations or due to an unforeseen emergency 12
Scenario 1: venues unusable 12
Scenario 2: school site inaccessible 13
Scenario 3: University of Liverpool inaccessible 13
Procedures in the event of the centre being unavailable on examination results day due to an unforeseen emergency 13
Procedures in the event of key staff becoming absent from work at a critical stage in the examination cycle 14
Managing Invigilators 15
Examination days 15
Candidates 15
Clash candidates 16
Special consideration 16
Private candidates 16
Internal assessments and appeals 16
Appeals against internal assessments 16
Results 17
Results, enquiries about results (EARs) and access to scripts (ATS) 17
Enquiries About Results (EAR) 17
Access to Scripts (ATS) 17
Financial hardship 17
Certificates 17
Conflicts of Interest 17
Appendix 1: Assessment Malpractice Policy 19
Aims: 19
Educating Candidates about Malpractice 19
Investigations: 20
The right of appeal 21
Appendix 2: The process for reviewing suitability of access arrangements 24
Appendix 3: Assessment Appeals Policy 25
Internal Appeals Form 28
Appendix 4: Key dates and deadlines 31

Appendix 5: Emergency evacuation procedure for examinations **32**
Procedure for responding to the fire alarm bell 32
Procedures for handling bomb threats 32
Appendix 6: Candidate Identity Risk Assessment **33**
Appendix 7: Advice for parents and students **34**
Concentration difficulties 34
Anxiety 34
Appendix 8: Use of Laptop and Word Processor in Examinations **35**
Who will provide a word processor? 35
Examination access arrangements 35
Word processor 35
Dictation Software 36
Reading Software 36
Appendix 9: Conflicts of Interests Policy **37**
Appendix 10: Procedure to identify candidates **38**

Contents

Policy purpose

The purpose of this examination policy is:

- to make clear the principles which guide the designs of our procedures and systems around examinations and assessments
- to ensure the planning and management of examinations is conducted in the best interest of candidates
- to record key details of process in order to ensure the operation of an efficient examination system
- to record clear guidelines and lines of accountability for all relevant staff

It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy. Sub-policies such as the Assessment Malpractice Policy, and documented procedures such as the process for informing students and parents about NEA results, are included here as appendices in order that all principles and procedures are documented in a single place.

The examination policy will be reviewed annually by the Colin Thomas and Examinations Officer once the annual updates from the JCQ and awarding bodies have been published.

Roles and responsibilities

Headteacher

The head has overall responsibility for the school as an examination centre including ensuring adherence to the general regulations and instructions for conducting examinations. Much of the work associated with this responsibility is expected to be delegated to the Senior Leader with responsibility for examinations.

Senior Leader with operational responsibility for examinations

Oversees the work of the Examinations Team, ensuring that policy and procedure are correctly designed and adhered to. Supports the Examinations Officer with the efficient execution of examinations procedures and the handling of individual queries from students and parents/ carers. Other senior leaders should not normally be directly involved in the examinations process but should liaise with the colleagues above as necessary.

Examinations Officer

The examinations officer is the key officer responsible for the day to day administration of public and internal examinations.
They are required to:

- advise the senior leadership team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various awarding bodies;
- oversee the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensure that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them;
- consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- receive, check and store securely all examination papers and completed scripts;
- administer access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration;
- identify and manage examination timetable clashes;
- account for income and expenditures relating to all examination costs/charges;
- train and monitor a team of examination invigilators responsible for the conduct of examinations;
- submits candidates' NEA marks, tracks despatch and stores returned NEA and any other material required by the appropriate awarding bodies correctly and on schedule;
- arrange for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/reviews of marking requests;
- maintain systems and processes to support the timely entry of candidates for their examinations.

Teachers are required to:

- Notify the SEN coordinator of any possible access arrangements requirements of which they become aware (as soon as possible after the start of the course);
- Submit complete and correct examination entry marksheets for their classes to heads of department by the deadline given.

The SEND Coordinator (SENDCo)

- Arrange the assessment candidates who may need individual assessment access arrangements and make decisions about applications for access arrangements in line with JCQ rules;
- Make arrangements for the provision of the required access arrangements through liaison with the examinations team.

Senior/ lead invigilator

In each examination room there will be a nominated lead invigilator. Their responsibilities include:

- Leading the management of candidates in the examination venue;
- Making announcements to candidates;
- Liaising with members of the senior leadership team in the event that they need to make announcements before examinations begin and assist with the management of candidates;
- Ensuring that there are no unnecessary distractions or breaches of examination regulations in the examination venue;
- Making any announcements that are necessary while any candidates are still working: no other member of staff or leadership should do this;
- Collection of examination papers and other material from the examinations office before the start of the exam;

- Collection of all examination papers in the correct order at the end of the examination and their return to the examinations office;

Subject Leads / Middle Leaders

- Subject leads will provide mock examination papers, printed in the right quantities to the Exams Officer at least two working days before each mock examination, in case of last minute absence;
- Subject Leads will ensure that all students are entered for the correct qualifications and the correct options within those.

Candidates

- Confirmation and signing of entries;
- Understanding and adhering to JCQ regulations;
- Signing the necessary declarations to authenticate all submitted assessments as their own work;
- Avoiding any behaviour which could be interpreted as malpractice.

Malpractice

The Examinations Officer and Senior Leaders listed above are responsible for investigating suspected malpractice. In such circumstances the procedures set out in the Assessment Malpractice Policy are followed (see Appendix 1)

Qualifications

Qualifications offered

The qualifications offered at this centre are determined by the Head of Centre.
It is our policy to offer qualifications which are of genuine benefit to our students; we do not enter students for examinations solely in order to boost apparent achievement in accountability systems.
The vast majority of qualifications offered will be approved by the DFE and OfQual but we do not rule out offering other qualifications where they are of benefit to our students and represent good value for money.
The qualifications currently offered are GCE A-Level, GCE AS-Level, STEP, AEA, TMUA, Extended Project. Other qualifications, including GCSE re-sits, will be offered as necessary with the approval of the Headteacher.
More details about the qualifications offered in any academic year and the associated awarding bodies may be found in the School Prospectus for that year.
If a curriculum team wishes to select a different specification, they must discuss this with the Headteacher and Examinations Officer well in advance of entries being due.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Subject Leader, SENCO and Pastoral Tutor. The Senior Leader with responsibility for examinations will normally make the final decision on this, but difficult or sensitive decisions may be referred to the Headteacher. The final decision on examination entries will always lie with the Headteacher and not with the student or their parents.

Examination series and timetables

- Internal examinations are scheduled in December (Y12) , January (Y13) , April (Y13), and May (Y12).
- External examinations and assessments are scheduled in October (aptitude/ entrance exams), May and June (AS and A2 exams).

The Senior Leadership team decides which examination series are used in the centre.
Formal internal examinations are held under external examination conditions. It is our policy to ensure students are well rehearsed in the process of taking formal examinations so that they are a less intimidating experience in Year 13.

Timetable

The examinations officer will publish the general examination timetable for external examinations once entries have been made. The normal place for this is the examinations timetable section of the school website.
Students and their parents/ carers are issued with personal timetables in both electronic and paper format well in advance of the examination season.

Entries, entry details and late entries

Entry decisions

Candidates are selected for their examination entries by the Subject Leaders in liaison with subject teachers.

Parental requests

A candidate or parent/carer can request a subject entry, change of level or withdrawal. The decision on whether to comply with such requests lies with the Subject Leader and the Senior Leader. Where the CTL and Senior Leader disagree the Headteacher will determine the decision.

Employee entries

The school welcomes requests from employees to be entered as candidates for examinations. Employees will not normally be accommodated at this centre, due to JCQ regulations, but we may be able to arrange for them to take an examination at a neighbouring centre.

External candidates and associated fees

The school does not currently accept external candidates but will consider requests from ex-students.

Candidates from other schools and institutions

Candidates from other institutions will not normally be accommodated except as part of an arrangement between institutions. Students from other schools and colleges should contact the person responsible for examinations at their institution who should then contact the Examinations Officer at ULMaS if they wish to request assistance.
The centre does not act as an examination centre on behalf of other educational organisations.

Late entries

Entry deadlines are published in the School Calendar and circulated via Email.
Late entries are authorised at the discretion of the Examinations Officer.

Retakes

Within the rules of the awarding body, candidates are allowed to resit examinations.
See also the Financial Hardship paragraph below.

Examination fees

Initial registration and examination entry fees are paid by the centre for all courses timetabled at school or sanctioned by the school. Where a student requests to be entered for an additional examination or assessment which is not part of the school's normal curriculum they may be required to pay some or all of the costs associated with the examination, at the Headteacher's discretion.

Late Changes

Where late entry or amendment fees are incurred they will be paid by the curriculum teams, centre or candidates depending on where the responsibility for the late change lies.
Fee reimbursements will be sought from candidates who decide not to sit an examination or do not meet the necessary NEA requirements to be certificated in their course without providing medical evidence or evidence of other mitigating circumstances.

Resits

Fees for re-sits are met by the school where the school is instructing a student to retake an examination (for example with GCSE English and maths resits in Year 12). In cases where candidates are themselves requesting the opportunity to resit, the fees are to be met by the candidate or their parents/ carers.

Financial Hardship

The school normally pays for all examinations taken in school unless they are re-sits. Students in receipt of 16-19 Bursary Funding or considered to be suffering financial hardship may have their entry fees for resit exams paid by school at the discretion of the headteacher. Students in financial hardship who apply to take examinations in assessment centres other than the school, such as admissions tests for university, may also request financial support which will be granted at the discretion of the headteacher.

Disability Discrimination Act

Equality Act

All examination centre staff must ensure that the Access Arrangements and decisions in respect of special consideration applications meet the requirements of the Equality Act 2010.
The centre will meet the requirements of the Equality Act by ensuring that the examinations process is accessible to all members of school, regardless of race, disability or gender and addressing

effectively the needs of individual candidates where necessary. This is the responsibility of the Examinations Officer, SENCO and Senior Leader responsible for Examinations.

Access arrangements

The SENDCo will inform subject teachers about candidates with special educational needs. The SENDCo can then inform individual staff of any special arrangements that individual candidates should be granted during the course and in assessments and examinations. As far as reasonably possible, examination arrangements should reflect, and be reflected in, a candidate's normal way of working in lessons.
A candidate's access arrangements requirement is determined by the SENCO, working with the Senior Leader.
If required an external assessor will be arranged through The Education Guidance Service (EGS). This is the University of Liverpool's preferred service.
Making access arrangements for candidates to take examinations is the responsibility of both the SENDCo working in liaison with the Examinations Officer.
Submitting completed access arrangement applications to the awarding bodies via Access Arrangement online is the responsibility of the SENDCo.
Invigilation, support and rooming for access arrangement candidates will be organised by the examination team with the support of the SEN team.
In the event of access arrangements being challenged/queried by students, parents, carers or other stakeholders, we would apply our review process as detailed in Appendix 2.

Rest Breaks

In accordance with the Joint Council for Qualifications (JCQ) regulations, our centre will administer supervised rest breaks during examinations for candidates with approved access arrangements. Supervised rest breaks are permitted as an access arrangement for candidates with disabilities or learning difficulties, but are not unlimited and will follow these rules:

1. The need for such breaks must be evidenced and reflect the candidate's normal way of working.
2. The duration and frequency of rest breaks will be tailored to the individual needs of the candidate, as recommended by the SENCo or specialist assessor. The SENCo or their assistant will meet with the candidate to document how rest breaks will be used in their case, and this information will be share with the candidate and the examinations officer who will provide the information for invigilators.
3. In line with JCQ's latest guidance, rest breaks will not exceed 30 minutes and will not normally take place during the first 10 minutes of the examination.
4. Candidates will not have unlimited access to rest breaks.
5. During these breaks, the examination clock will be paused to ensure candidates receive their full allocated examination time.
6. Candidates will normally remain in their seat in the exam room and in all cases will be supervised at all times to maintain the integrity and security of the examination.

Assessment Access Arrangements And Privately Commissioned Assessments

The following advice is issued to parents via the school website:

“If you think that your child may have a physical or cognitive condition that is preventing them from learning effectively or demonstrating their knowledge in an assessment then please contact our SEND coordinator for advice. We can investigate and offer advice about whether there are suitable adjustments we can make to give them better access to learning or fairer access to assessment. You can contact the SEN Coordinator by emailing school reception and asking for your email to be forwarded to the SENDCo.

If you are considering arranging an assessment or investigation of a condition privately (e.g. though the British Dyslexia Association) then it is vital that you contact us first, because:

- A privately commissioned assessment carried out without prior consultation with the centre **cannot be used to award access arrangements** and cannot be used to process an application using Access arrangements online (please see para 7.3.6 of this document: https://www.jcq.org.uk/examinations-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-booklet)
- A private/ external assessor may use standardised assessments that are time sensitive and cannot be repeated within a given period of time (e.g. 6 months); this could prevent us from using these assessments in school and so delay the provision of necessary access arrangements
- The costs for these assessments are often very high, and we may be able to conduct the necessary assessments in school without any cost to families”

Exams Contingency Plan

"All centres must have an examination contingency plan/examinations policy on file for inspection.
The examination contingency plan/examinations policy should cover all aspects of examination administration. It will allow senior leaders to have a robust contingency plan in place, minimising risk to examination administration and any adverse impact on students, should the head of centre, relevant senior leader(s), examinations officer or any other key staff essential to the examination process be absent at a critical stage of the examination cycle.
In order to reduce bureaucracy and burden for schools and colleges a particular format or template will not be specified. We believe that senior leaders within schools and colleges are best placed to determine their own examination contingency plan/examinations policy."

"Centres must have in place, available for inspection: a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency"
https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan

Contingency planning for examinations administration is the responsibility of the Senior Leadership team. It has built-in resilience as a result of the following structures and policies:

- Two full time administrators employed who will both be trained in all areas of the examinations function and can fulfil each other's roles if needed
- An operational handbook, held in the examinations office, is maintained which explains how our examinations policy is applied in practice and can be used by a new examinations officer to ensure that processes operate as intended
- A calendar of key dates and deadlines is maintained, see Appendix 3, which ensures clarity for all involved about when key tasks must be completed
- A member of the Senior Leadership Team works closely with the examinations team and is able to step in and lead the examination function or directly undertake the key tasks in relation to administering examinations whilst ensuring JCQ and other regulations are observed
- A team of experienced invigilators will be established and maintained.
- Invigilator duties include assisting the examinations administrators with aspects of examination administration in order to provide a pool of people able to step up and take on further responsibility when required

Cyber attack risks

Risk ID	Risk description	Impact	Counter measure
1	Lost access to school systems e.g. Bromcom.	Unable to obtain student candidate numbers.	Prepare a paper copy of candidate numbers.
2	Loss of Internet access.	Unable to retrieve notifications from exam boards prior to examinations	Use mobile phone internet connection.
3.	Lost access to school printing capability.	Unable to print last minute erratum notices. Or papers where modified access arrangement are necessary	Last minute erratum notices could be placed on a screen within exam room. Use of University printing facility if more pages required.
4.	Data breach of our systems before the 8am release time on A-level results day	Our results are made public before the allowed time.	Follow our DPA policy to ensure result data is kept secure.
5.	Loss of student's Computer Science NEA projects through ransomware attack	Students could lose 20% of their assessment and so be downgraded	1. Regular checkpoints where students upload their work on the VLE, VLE is included in our overnight backups with dataspire. 2. They create their projects in the Google Drive space, so that Google drive regularly backs up their work, and keeps history and versions. 3. As we come up to deadline date they submit the entire document to us through the VLE (prior to evaluations) and then again post evaluations when encouraged to do hoursekeeping such as page numbers cover page and table of contents, again all these will be backed up. 4. On final complete students are asked to save final version to their H drive (which is backed up) 5. We then archive a copy from their to the Computer Science Google drive space, we mark using this copy. We then copy these across to the Admin folders for safe keeping.

Procedures in the event of the centre being unavailable for examinations or due to an unforeseen emergency

In all the following scenarios the following steps will be taken

1. The head teacher and/or senior leadership team will be informed as soon as possible by the site staff when there is any issue about access to school buildings
2. The relevant awarding bodies/ JCQ will be informed of the situation and any possible risks as soon as practical by the examinations officer
3. Steps will be taken to ensure that examination material is secure, safe and accessible to examination staff
4. Any necessary communication will be sent to candidates and their parents by the communication systems available (email, SMS, telephone). These systems are partly cloud-based and should therefore be resilient in the case of school ICT equipment being damaged or inaccessible.
5. The senior leader overseeing examinations will determine the appropriate response to the situation, which is likely to fall into one of the following 3 scenarios.

Scenario 1: venues unusable

Some of our planned examination venues become unusable due to heating failure / contamination / flooding etc.
In this case we will use other parts of the school building to administer examinations. We will prefer larger venues in order to better manage risk and reduce the need for additional invigilation, but it may be necessary to use senior members of staff to support invigilation in emergencies.
Senior Leaders are familiar with our processes for conducting examinations and able to step in if necessary: they are equipped with an examination invigilator's pack at the start of each examination season and therefore have copies of the JCQ ICE and the school's invigilator's checklist.

The order of preference for use as an examination venue is as follows:

1. Physics Lab 1 (south extension first floor 1-004)
2. Maths Room 1 (south extension ground floor G-013)
3. Maths Room 2 (1-017)
4. Maths Room 3 (G-021)
5. Physics Room 2 (1-013)
6. 2-009
7. 2-004
8. 3-012
9. LG-008

It may be necessary to close the school or significantly adjust the curriculum for some year groups in order to accommodate examinations in unplanned venues. This will be done in line with school procedures for closing the school in the event of extreme weather.

Scenario 2: school site inaccessible

The majority of the school site is inaccessible due to an emergency. In this case the examinations stored on the school site may not be accessible so the examinations team may need to cooperate with awarding bodies to receive copies of scripts via the Internet and photocopy.
In this case we will seek a venue within the University of Liverpool. This is likely to be one of the following venues used by the school in the past for events or as part of partnership arrangements:

- Rendall Building
- South Campus Teaching Hub
- Mathematical Sciences Building
- Physics Building
- Student Union Building

Scenario 3: University of Liverpool inaccessible

If large parts of the campus are inaccessible it is likely that most candidates would find it difficult to attend an examination in any venue, however we would explore the possibility of hosting examinations at another school or other public building such as the Liverpool Science Park on Mount Pleasant or Blackburne House on Falkner Street. We will seek support from the local authority in securing suitable accommodation if we are unable to make a direct arrangement with a nearby school or college.

Procedures in the event of the centre being unavailable on examination results day due to an unforeseen emergency

Depending on the nature of the emergency the examination results day functions will either:

1. Be transferred to a nearby University of Liverpool building, and candidates informed of the new venue by email and other routes, or
2. Become an online process with communication via email, Zoom, Google Meet etc as for the school's remote learning plan

Procedures in the event of key staff becoming absent from work at a critical stage in the examination cycle

Person/ role absent	Mitigation control/ person deputising
Headteacher	Deputy Headteacher
Exams Officer	2 other members of the Administration Team are trained and experienced exams officers
SENCo	Members of the school's safeguarding and pastoral team will deputise for the SENCo; where necessary specialist provision will be obtained through a temporary contractor.
Invigilators	Teachers (of different subject specialisms to the examination) may be drafted in to invigilate where a booked external invigilator becomes absent at a late stage

Managing Invigilators

External staff are used to invigilate external examinations, except where this is inappropriate e.g. practical examinations.
Regular invigilators will be subject to a Disclosure and Barring Service check from the Disclosure and Barring Service. This is managed by the HR Administrator and overseen by the Assistant Headteacher. Invigilators who are late recruits or temporary cover will be the subject of a risk assessment until a DBS check has been completed. In line with our Child Protection and Safeguarding Policy they will not be in Regulated Activity until appropriate checks have been made. DBS fees for securing such clearance are paid by the centre.
Invigilators are timetabled, trained and briefed by the Examinations Officer.
Invigilators' rates of pay are set by the School Business Manager and Headteacher in line with the School's Pay Policy.

Examination days

The examinations officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator at the appropriate time.
The Examinations Officer will arrange furniture set up for the allocated rooms and engage additional help where needed.
The Lead Invigilator in each examination room will start all examinations in accordance with JCQ guidelines, or the guidelines of the appropriate body where the examination is not under JCQ jurisdiction.
In practical examinations subject teachers and technical support staff may be on hand in case of any technical difficulties.
Examination papers must not be read by subject teachers, invigilators or removed from the examination room before the end of a session. All examination papers will be returned to the Examinations Office at the end of the examination session. These will not be released to curriculum teams until all examination scripts have been checked, packaged and despatched for marking.

Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.
Candidates will be issued with photographic identity cards either as part of normal school policy. They must bring these to every examination in order that invigilators can verify their identity. See Appendix 10 for written procedure on identifying candidates.
Candidates are issued with individual examination timetables detailing their seat numbers and other details. They are instructed to bring an unmarked copy of this to every examination and keep it in their clear pencil case. Invigilators normal duty and spot checks by senior leaders will check that the examination timetable is unmarked.
Candidates will be briefed on examination protocols and warned about the consequences of malpractice in an assembly before the start of each examination season.
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 or the appropriate guidelines where the examination is not under JCQ regulations and school policy.
Candidates are expected to remain in the examination room for the full examination time. In special circumstances candidates may be allowed to leave before the end of the exam. This will be at the discretion of the examinations officer or senior invigilator and in accordance with JCQ regulations.
Candidates may leave the examination room for a genuine purpose and are required to return immediately to the examination room. They must be accompanied by a member of staff at all times.
The school receptionist will attempt to contact any candidate who is not present at the start of an exam. Late candidates will be dealt with in accordance with JCQ guidelines.

Clash candidates

The examinations officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight supervision.

Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's, or their parent's / carer's responsibility to alert the examinations officer so that arrangements can be made, and advice given. Candidates are briefed on this in the exam assembly.
The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor, a death certificate, or other written evidence. In the case of bereavement or similar where the candidate and the circumstances are familiar to pastoral staff the school may certify the absence as genuine. The school will normally require written evidence of illness, bereavement and other circumstances.
The examinations officer will then apply online for special consideration to the relevant awarding body within seven days of the examinations finishing.

Private candidates

Managing private candidates is the responsibility of the Examinations officer.

Internal assessments and appeals

The school has a documented process for ensuring that candidates have the opportunity to request a review of centre awarded marks. The most recent version of this is included in this policy. See Appendix 3.

Appeals against internal assessments

As part of the internal assessment and appeals process it is the duty of Subject Leaders to ensure that all internal assessment, controlled assessment, non-examination assessment and coursework is ready for dispatch at the correct time. They will keep a record of each dispatch, including the recipient details and the date and time sent. Our Assessment Appeals Policy is including below as an Appendix to this policy.
Marks for all internally assessed work are provided to the examinations office by the Subject Leaders in line with the process detailed below in Process for ensuring a review opportunity for centre awarded marks.

Results

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual results on results days. Please see guidance issued to students regarding results distribution for further details.
The provision of staff on results days is the responsibility of the Examinations Officer and the Senior Leader.

Enquiries About Results (EAR)

EAR may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's written consent is required before any EAR is requested, unless it is part of a general review in which results are guaranteed not to change downwards.

Access to Scripts (ATS)

Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
Candidates may also request a copy of their script or their original script. Review of marking cannot be applied for once an original script has been returned.
We will undertake to provide a Post Results Service between results days and the start of term on normal working days and during office hours.
We will not provide a centrally administered review of marking advice service for accessed scripts: where students wish to get advice about whether to request a review of marking they should request help from subject teachers directly.

Financial hardship

Students in receipt of Pupil Premium funding or considered to be suffering financial hardship may have their EAR fees paid by school at the discretion of the Senior Leader.

Certificates

Certificates are normally presented in person to the candidate and must be signed for.
Certificates may be collected on behalf of a candidate by third parties, provided they have been authorised to do so by the candidate themselves, by letter or email. A copy of the permission will be kept in the examinations office.
The centre retains certificates for at least six years if they are not collected by candidates.

Conflicts of Interest

Please see Appendix 9 for our Conflicts of Interests Policy

Appendix 1: Assessment Malpractice Policy

Aims:

- To ensure that candidates are informed and advised to avoid committing malpractice in examinations/ assessments.
- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents
- (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and the qualifications awarded.

In order to do this the centre will:

- Seek to avoid potential malpractice by using the induction period or other suitable opportunities to brief students, and by publishing information in student planners to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources. This is the responsibility of curriculum teams.
- Ask learners to declare that their work is their own using the appropriate examining body documentation.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be overseen by the Head and include all personnel linked to the allegation.

Educating Candidates about Malpractice

1. Students will attend assemblies before Mock Exam and External Exam Periods that communicate clearly
    a. What malpractice is
    b. That the school always reports malpractice to the Awarding Body
    c. That the penalties can be severe
    d. That the school operates a variety of effective means to detect and investigate malpractice
2. Students are written to before an external examination series and given clear information about the school's malpractice policy, the possible consequences of malpractice and their obligation to report any malpractice of which they become aware.
3. The required posters in relation to malpractice are displayed in examination rooms for both mock examinations and external examinations.

Investigations:

In the case of suspected malpractice by an internal ***candidate*** an investigation will proceed through the following stages:

1. Initial investigation by either the Subject Leader or the Examinations Officer (depending on whether the malpractice arises within coursework / controlled assessment / assessed assignments / classroom work or in the context of formal examinations arranged by the Examinations Officer). This may involve interviewing students and staff present at the time of the alleged malpractice or related in some way to the alleged perpetrator of malpractice (e.g. other students on the same course).
2. Review of evidence involving the appropriate member of the leadership group, selected by the Head. At this stage any individual suspected of malpractice will normally be verbally informed of the allegations against them and parents will be informed as soon as practically possible. The individual will be made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. The individual will have the opportunity to respond to the allegations made at this stage but may choose to wait until they are accompanied by parents/ carers/ guardians. Notes from any meetings and interviews will be kept by members of staff involved and, where appropriate, witness statements will be taken from students and staff.
3. Once the Headteacher has been informed there may, if necessary, be a further opportunity for candidates to be interviewed while accompanied by parents/ carers/ guardians. At this stage a decision will be made by the centre about the course of action to be pursued and the individual will be informed of the avenues for appealing against any judgement made. Notes from any meetings and interviews will be kept by members of staff involved and students and parents/ carers/ guardians will be given the opportunity to submit written statements or any supporting evidence before a final decision is made.
4. Where malpractice is proven, this centre will apply the following penalties / sanctions:
a) Informing the appropriate examining bodies of the malpractice / alleged malpractice in order that qualifications can be reviewed or withdrawn as judged appropriate by the examining body. The form JCQ/M1 should be used; copies can be found on the Joint Council website, (www.jcq.org.uk/).
b) Refusing students the right to take further examinations / assessments at the centre
c) Exclusion in line with other school policies

In the case of suspected malpractice by an external ***candidate*** an investigation will proceed through the following stages:

1. Initial investigation by either the Examinations Officer or an appropriate member of the Extended Leadership Group. This may involve interviewing students and staff present at the time of the alleged malpractice or related in some way to the alleged perpetrator of malpractice (e.g. other students in the same examination room). Witness statements should be taken and signed in line with the normal school procedure for investigations.

2. Review of evidence involving the appropriate member of the leadership group, selected by the Head. At this stage any individual suspected of malpractice will normally be verbally informed of the allegations against them. The individual will be made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. The individual will have the opportunity to respond to the allegations made at this stage but may, if they are under 18, choose to wait until they are accompanied by parents/ carers/ guardians. Notes from any meetings and interviews will be kept by members of staff involved and, where appropriate, witness statements will be taken from students and staff.

3. Once the Head teacher has been informed there may, if necessary, be a further opportunity for candidates to be interviewed while accompanied by parents/ carers/ guardians. At this stage a decision will be made by the centre about the course of action to be pursued and the individual will be informed of the avenues for appealing against any judgement made. Notes from any meetings and interviews will be kept by members of staff involved and students and parents/ carers/ guardians will be given the opportunity to submit written statements or any supporting evidence before a final decision is made.

4. Where malpractice is proven, this centre may apply the following penalties / sanctions:
a) Informing the appropriate examining bodies of the malpractice / alleged malpractice in order that qualifications can be reviewed or withdrawn as judged appropriate by the examining body. The form JCQ/M1 should be used; copies can be found on the Joint Council website, (www.jcq.org.uk/).
b) Refusing students the right to take further examinations / assessments at the centre without a refund of fees for any examinations that have yet to be taken.
In the case of suspected malpractice by a member of staff an investigation will proceed through the following stages:
1. Initial investigation and gathering of evidence by a member of the leadership team and also involving the Head. This may involve interviewing students and other members of staff, reviewing written / computer-based evidence and communicating with the examining body.

2. Review of evidence by the Head. At this stage any individual suspected of malpractice will normally be verbally informed of the allegations against them. The individual will be made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. Notes from any meetings and interviews will be kept by members of staff involved and, where appropriate, witness statements will be taken from students and staff.

3. Where malpractice is proven, this centre will apply the following penalties / sanctions:
a) Informing the appropriate examining bodies of the malpractice / alleged malpractice in order that qualifications can be reviewed or withdrawn as judged appropriate by the examining body. The form JCQ/M1 should be used; copies can be found on the Joint Council website, (www.jcq.org.uk/).
b) Disciplinary action against the member of staff responsible for the malpractice

The right of appeal

JCQ Appeals booklet states that "internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The Head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements."
The school's policy in relation to launching an appeal is divided into 2 stages:
1. Candidates and/or their parents/carers against whom a judgement of malpractice has been made by an awarding body should write to the Head within one week of receiving the malpractice decision stating clearly the justification for an appeal. The justification should consist of or refer to evidence that shows procedures have not been correctly followed in the process that led to the malpractice judgement. Where new evidence has come to light this should be shared with the

Head. The Head should make a timely decision on whether to appeal on behalf of the candidate and promptly communicate that decision to the candidate and/or parent/ carer.

2. If the Head decides not to proceed with the appeal the candidate and/or parent/ carer may appeal to the Chair of Governors who will form a committee consisting of themselves or their chosen deputy and at least two other governors to review the evidence presented by the Head and the candidate or parent/ carer. They will make a timely decision and instruct the Head whether or not to proceed with an appeal. The governor's decision is final and marks the end of the appeals process.

At all times in the malpractice process where the wishes of the candidate do not coincide with the wishes of their parent/ carer the Head will make the decision as to which course of action is in the best interests of the candidate.

Definition of malpractice by learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence
- Inappropriate use of Artificial Intelligence (AI / LLM) tools, particularly material falsely presented as student's own work: see https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/
- 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 or arranging for another to take one's place in an assessment/examination/test.

Definition of malpractice by centre staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.

- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy will be reviewed every 12 months by the Director of Research and Development.

Links: JCQ advice on malpractice: http://www.jcq.org.uk/

Appendix 2: The process for reviewing suitability of access arrangements

The following process is to be used to review suitability of the provision made for students in response to queries from staff, students or parents/ carers. This is intended to ensure fairness for all students, ensure that JCQ requirements have been met and prevent any student from being unreasonably disadvantaged where we are in a position to prevent this from happening.

Stage 1

Has the testing process been completed satisfactorily by a suitably qualified expert assessor appointed by the school? Is the evidence accurate, valid and reliable? If not, do certain tests need to be repeated or alternative tests or evidence gathering processes conducted so as to gain an accurate picture of need? If so, tests should be arranged ASAP.

Stage 2

Has the appropriate evidence been fully considered in deciding what Access Arrangements are appropriate? Has the paperwork been collated correctly and the correct proposal for access arrangements made? If additional evidence has been provided by staff, students, parents or carers has it been given due consideration?

Stage 3

After due consideration of the evidence available and a review of the current guidance from JCQ/ awarding body does the specialist assessor recommend a change of access arrangements?

Stage 4

After due consideration of the advice of the specialist assessor does the SENCO accept the recommendation of a change of access arrangements?

- Is it practically possible and affordable to provide the support suggested by the specialist assessor?
- Do the proposed changes provide equality of opportunity for students or give an advantage to the recipient of the arrangement. If the former, fine; if the latter consider the possibility that this arrangement would constitute malpractice.
- Are we obliged by legislation or JCQ guidance to provide the arrangements suggested, or any other arrangements not yet suggested?
- If the proposed support for this candidate is deemed to be justified are there other candidates who are equally entitled to this support and should also have their arrangements reviewed? If so, review those cases.

Stage 5

After due consideration of the advice of the specialist assessor and the SENCO does the Director of Research and Development accept the recommendation of a change of access arrangements?

Appendix 3: Assessment Appeals Policy

Reviews of marking - centre assessed marks
(GCSE controlled assessments, GCE coursework, GCE non-examination assessments)

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

We wish to enable learners to make enquiries about assessment decisions and, if necessary, appeal against them. We aim to reach agreement at an early and informal stage, but a formal process exists if this proves impossible. We aim to conduct appeals in a systematic and standardised way and retain records in order to demonstrate openness and fairness. We aim to protect the interests of our learners and the integrity of the qualifications we offer.

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

1. ULMaS will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. ULMaS will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. ULMaS will, having received a request for copies of materials, promptly make them available to the candidate.
4. ULMaS will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing on the appeals form published at the bottom of this policy.
6. If, at any stage in the assessment process including the review stage, it becomes apparent that the candidate may have been involved in plagiarism or any other form of malpractice then ULMaS will investigate this and follow the relevant policy.
7. ULMaS will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
8. ULMaS will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
9. ULMaS will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre. The outcome of a review may therefore be one of the following:
    a. The mark may remain unchanged
    b. The mark may be increased if the reviewer finds that the mark scheme was not reasonably applied by the original assessor/s
    c. The mark may be decreased if the reviewer finds that the mark scheme was not reasonably applied by the original assessor/s
10. Because of the tight timescales involved there is no further route for appeal once a review has been conducted, however the school's complaints policy is available for those who may wish to bring to our attention any perceived failures in the way we have assessed or reviewed assessment.
11. The candidate will be informed by email of the outcome of the review of the centre's marking.
12. The outcome of the review of the centre's marking will be made known to the head of centre and the school will consider whether the request constitutes a complaint under the school's complaints policy. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of ULMaS and is not covered by this procedure.
Appeals against the school's decision not to request a post-results service
In normal circumstances the school will support any well-considered request from a candidate for the standard post results services (Clerical check - service 1), Review and priority review of marking (service 2), Moderation review (service 3), Priority copy of marked paper (access to scripts), Original marked paper or recording (access to scripts).
However, there are certain circumstances where we will not do so, for example if we believe that the action would not be in the candidate's best interest, because there is a risk of it adversely affecting another candidate (e.g. with a request for a review of moderation), or because the impact in school in terms of cost, time or other resources outweighs the potential benefit from the action.
If we make such a decision then candidates, or their parents/ carers, may appeal to us by completing the appeals form in the examinations section of the school website submitted to the centre by completing the internal appeals form at least 5 working days prior to the internal deadline for submitting the relevant post-results service. The appeal will be considered by the line manager of the person who made the original decision and the appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

Appeals against the outcome of external examination and controlled assessment results.
Only the school can mount an appeal to a JCQ awarding body. An appeal can only be requested if a candidate has already requested and received the outcome of a review of marking or moderation review.
Appeals are **not** part of the range of post-results services that we provide to students; they are a process that the school will use if and only if there is evidence that an awarding body has failed to

- use procedures that were consistent with regulatory requirements
- apply its procedures properly and fairly in arriving at judgements
- properly apply the mark scheme in AS, A-level and project qualifications.

Candidates or their parent(s)/ carer(s) may bring to the attention of the school cases where they believe that an appeal may be justified. If they do so they are expected to provide a clear account of which of the conditions stipulated above has been breached and to provide the evidence necessary to show that this is the case. Where the school believes that a valid case can be made they may choose to mount an appeal. The school will make the judgement about whether an appeal is sufficiently justified to be made to an awarding body on the basis of whether to do so would be a good use of school funds and resources; in doing so they may require a contribution to those costs. The candidate or a parent/ carer of the candidate may be required to pay all or part of the costs of mounting the appeal. This will depend on the nature of the issue being appealed and the extent to which the school feels the candidate has provided good evidence to support it, the likelihood of success and the likely impact of a successful appeal.
We will not support appeals where the motivation is speculative; e.g. an attempt to gain a few more marks to move a student over a grade boundary. We will support appeals where there are strong grounds to believe that a candidate's rights have been breached or they have clearly been treated unfairly.

Candidates, or their parents/ carers, may appeal to us by completing the appeals form in the examinations section of the school website submitted to the centre by completing the internal appeals form at least 10 working days prior to the deadline for submitting the appeal to the awarding body.

Candidates and their parents/ carers are encouraged to look for information about appeals on the website of the relevant awarding body and at https://www.jcq.org.uk/exams-office/appeals.
Appeals against malpractice decisions – when an awarding body has applied a malpractice penalty. These appeals go straight to stage two (appeal hearing). The school will only appeal malpractice decisions in exceptional circumstances when there is compelling evidence that the awarding body have failed to apply appropriate and reasonable procedures. The basis on which we will pursue this is similar to that for appeals against the outcome of external examination and controlled assessment results: we will do it only when we believe it is well justified and a good use of school funds and resources, and we may require a contribution to cover costs.
We will not support appeals where the motivation is speculative; e.g. an attempt to gain a few more marks to move a student over a grade boundary. We will support appeals where there are strong grounds to believe that a candidate's rights have been breached or they have clearly been treated unfairly.

Candidates, or their parents/ carers, may appeal to us by completing the appeals form in the examinations section of the school website submitted to the centre by completing the internal appeals form at least 10 working days prior to the deadline for submitting the appeal to the awarding body.
Candidates and their parents/ carers are encouraged to look for information about appeals on the website of the relevant awarding body and at https://www.jcq.org.uk/exams-office/appeals.

Appeals against access arrangements and special consideration decisions
If an awarding body has declined an application for special consideration or the school disagrees with the level of adjustment made in response to a special consideration request, then we may choose to mount an appeal. Our experience is that the awarding bodies are normally very reasonable in their application of these processes so we will only mount an appeal in exceptional circumstances where there is compelling evidence that a reasonable policy or procedure has not been applied. We will not support appeals where the motivation is speculative; e.g. an attempt to gain a few more marks to move a student over a grade boundary. We will support appeals where there are strong grounds to believe that a candidate's rights have been breached or they have clearly been treated unfairly.
Candidates, or their parents/ carers, may appeal to us by completing the appeals form in the examinations section of the school website submitted to the centre by completing the internal appeals form at least 10 working days prior to the deadline for submitting the appeal to the awarding body.
Candidates and their parents/ carers are encouraged to look for information about appeals on the website of the relevant awarding body and at https://www.jcq.org.uk/exams-office/appeals.

Internal Appeals Form

Date Received	

This form should be completed to lodge an appeal.

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

- □ Appeal against an internal assessment decision and/or request for a review of marking
- □ Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- □ A request for the school to launch an appeal to an awarding body in relation to the outcome of a post-results service, a malpractice decision, an access arrangements decision of a special consideration request.

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the Head of centre, to the timescale indicated in the Internal Appeals Procedure.

Awarding body		**Exam paper** / NEA **code**	
Subject		**Exam paper or NEA task name**	
Please state the grounds for your appeal below:			

Date of signature:			
(If applicable, tick below) □ Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking and I understand that my mark may be reduced in this process and that that may have an impact on the final grade I achieve in this qualification ***If necessary continue on an additional page***			
Candidate Signature:			

Process for ensuring a review opportunity for centre awarded marks

It is now a requirement that we publish the non-examined assessment/ coursework marks awarded by teachers to parents and students in sufficient time for them to request a review of marking from school before we submit the marks to the examination board.

This means that the work must be marked and moderated, and the marks sent home to parents/ carers around 10 days before mark submission.

The deadline for submission of most coursework/ NEA marks is 15th May This means that we need to send marks out to parents/ carers near the start of May.

Wave 2: Subjects with 15th May submission date

Work submitted by students by at the very latest	**week of 15th March**
Teachers complete marking and moderation of coursework and record marks into BROMCOM by	**week of 20th April**
Report for parents/carers compiled and sent out	**week of 30th April**
5 days allowed for parents/carers/ students to request additional information and then request a review of marking.	Requests accepted until **7th May** Requests for additional information such as mark schemes, copies of student's work etc. will need to be met quickly – better if this is already shared through the VLE, as far as this is possible.
CTL & one other teacher (not the original marker) review the marking of any pieces as requested, and outcome emailed to parents by	**10th May**
Marks submitted to awarding body by	**12th May**

Appendix 4: Key dates and deadlines

Key dates – GCSE, GCE and Project qualifications June 2025 examination series

KEY DATE	DESCRIPTION	QUALIFICATION	CATEGORY
AUTUMN TERM 2024/25			
21/11/2024	Basedata for June 2025 series available	GCSE GCE Projects	Entries
SPRING TERM 2024/25			
31/01/2025	Deadline for ordering modified papers using *Access arrangements online* (AAO)	GCSE GCE	Access arrangements
31/01/2025	Deadline to submit Form JCQ/CCA – centre consortium arrangements for centre assessed work using Centre Admin Portal (CAP)	GCSE GCE	Centre assessment
21/02/2025	Deadline for entries	GCSE GCE	Entries
21/03/2025	Deadline for requesting transferred candidate arrangements using Centre Admin Portal (CAP)	GCSE GCE	Exam preparation
21/03/2025	Deadline for processing applications for access arrangements using *Access arrangements online* (AAO)	GCSE GCE	Access arrangements
SUMMER TERM 2024/25			
08/05/2025	Date of first examination on common timetable	GCSE	Exam time
08/05/2025	First date for submitting special consideration requests for timetabled examinations to awarding bodies	GCSE	Exam time
12/05/2025	Date of first examination on common timetable	GCE	Exam time
12/05/2025	First date for submitting special consideration requests for timetabled examinations to awarding bodies	GCE	Exam time
15/05/2025	Deadline for submitting centre assessed marks (AQA, OCR, Pearson and WJEC)	GCE	Centre assessment
11/06/2025	Contingency afternoon session in the event of national or significant local disruption to examinations in the United Kingdom	GCSE GCE	Exam time
19/06/2025	Date of final examination on common timetable	GCSE	Exam time
24/06/2025	Date of final examination on common timetable	GCE	Exam time
25/06/2025	Contingency day in the event of national or significant local disruption to examinations in the United Kingdom	GCSE GCE	Exam time
02/07/2025	Final date for submitting special consideration requests to awarding bodies	GCSE GCE	Exam time
13/08/2025	Restricted release of results to centres only	GCE Extended Project	Results
14/08/2025	Release of results to candidates	GCE Extended Project	Results
20/08/2025	Restricted release of results to centres only	GCSE Level 1 & 2 Projects	Results
21/08/2025	Release of results to candidates	GCSE Level 1 & 2 Projects	Results

Appendix 5: Emergency evacuation procedure for examinations

Procedure for responding to the fire alarm bell

As a means of communication during the examination the lead invigilator of the exam venue must have a mobile telephone turned on, in silent mode.

Reference should be made to the document 'Procedures for handling bomb threats' (see below) during invigilator training.

The following actions must be taken by invigilators in the event of a fire alarm or bomb alert:

1. Stop the candidates from writing.
2. Make a note of the time.
3. Collect the attendance register, if available, and seating plan, as a means of checking all candidates are present.
4. Leave all question papers in the examination room and ensure that students do not remove any items from their desks including pens, question papers, answer booklets, calculators
5. Secure all doors upon leaving, if safe to do so.
6. Evacuate the examination room ensuring candidates leave the room in silence and remain so.
7. Ensure candidates are supervised as closely as possible whilst out of the examination room to make sure there is no discussion about the examination.
8. Once the decision is made that it is safe to return to the examination venue, escort the candidates back to their seats, make a note of the time and re-start the examination.
9. Add the interruption time onto the original finish time to ensure all candidates are allocated their full time.
10. Once the examination has finished write a full report of the incident, include any timings and the action taken and pass onto the examinations officer.
11. The report must then be sent to the relevant awarding body by the exams office.

Appendix 6: Candidate Identity Risk Assessment

Risk	Possible Impact	Likelihood	Overall Risk	Action to reduce risk	Overall Risk after action
External candidate taking examinations under a false identity	Risk to integrity of qualification, identity fraud, reputational damage Safeguarding of other students/ staff compromised	Moderate Very low	Moderate Low	Check formal ID documents including photo ID when the candidate arrives to take the examination. 1 of Utility bill / marriage certificate / birth certificate 1 of passport / driving licence / other high quality photo ID	Low
Student enrolling in ULMaS under a false identity	Risk to integrity of qualification, identity fraud, reputational damage, safeguarding of staff/ students compromised	Very low	Low	Check formal ID documents including photo ID at enrolment See birth certificate or equivalent.	Very low
"False" candidate sitting examination on behalf of an ULMaS student	Risk to integrity of qualification, identity fraud, reputational damage, safeguarding of staff/ students compromised	Low	Moderate	All students to be wearing ID badges for exams - invigilators to check for this. Spot checks for malpractice at the start of exams to include checking ID badge photos. Vigilance of pastoral staff prior to exams.	Low

Appendix 7: Advice for parents and students

Concentration difficulties

In the case of students with ADHD, or other conditions which mean they find it hard to sustain concentration, a smaller venue may or may not help them. We form a view about this in two ways:

1) By considering what their normal way of working in the classroom is. If they normally need special arrangements such as close supervision from a Learning Support Assistant or taking a writing task outside the classroom to work on their own, then we will want to consider how we can replicate that normal way of working in an examination.
2) By going through a monitoring process involving our invigilators. The student takes examinations in the normal venue and an invigilator is nominated to monitor that student and make notes during each examination about how well they remain on task, how distracted they appear to be and how much time they are spending not focused on the assessment task. In mock examinations we may also allow an invigilator to prompt them when they are unfocused so that we can see whether the provision of a prompter in external examinations would help the student to access the assessment fully. If we then decide that it is worth trying a smaller venue, we will also want to review later whether the change of venue has actually given them fairer access to the assessment or not. If it has failed to do so then we may judge that it is better to revert to the normal arrangement

Anxiety

For students who suffer from extreme anxiety the solution to this problem is different for each student but there are a variety of things we can do to help:

1) Ensuring that students understand that examinations are a routine part of life that happen every year and are just a normal part of learning – this is why we have students take formal examinations twice a year all the way through secondary school, and we treat all of these examinations as significant opportunities to perform and show ourselves at our best.
2) Additional examination practice – many students find it helpful to address their fears directly and practise taking examinations in a formal venue. This can help to normalise the venue and desensitise the student to the psychological triggers that cause them to experience feelings of panic.
3) Counselling and support – please talk to your child's pastoral tutor to discuss their anxiety so that we can consider what support we can provide that might help.
4) Adjusting arrangements for their examinations, for example by changing their seating position in the room or providing a separate venue in extreme cases.

Appendix 8: Use of Laptop and Word Processor in Examinations

ULMaS recognises that some students may benefit from the use of a word processing device such as a laptop, a PC, or a tablet computer in order to overcome difficulties related to

- 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;
- poor handwriting;
- planning and organisational problems when writing by hand.

This list is not exhaustive.

Who will provide a word processor?

The school has a limited amount of equipment to loan to students and a limited amount of money with which to purchase new equipment. The school therefore reserves the right to prioritise the allocation of equipment according to greatest needs whilst recognising our obligation to make suitable provision for all students.
In order to enable students who would learn and achieve most effectively by having a word processor as their normal way of working the school will, if necessary, facilitate the leasing or loan of a laptop to the parents/ carers of such students as identified by the SENDCo as requiring it. This will enable such students to use their laptops both at school and at home; for lessons, for homework and for assessment. Leased laptops will be maintained by the school, insured as part of the lease agreement and kept by the student.
Students may bring their own computing device into school. In this case the safety and risk of loss or damage associated with bringing an electronic item into school rests with the student and their parents and the school accepts no responsibility for ensuring the item is kept safe. No item which could be in any way dangerous to any student or adult in school should be brought to school by any student. Access to the school's network, printers, mains electricity or the Internet may not be possible with students' own equipment and should not be assumed.

Examination access arrangements

Word processor

The school will grant use of a word processor as an *examination access arrangement* here where this is a student's normal way of working within school and in completing homework, and is appropriate to their needs in a given examination.
We will consider that the use of a word processor is a student's *normal way of* working in the following types of circumstance:

- Where a student's handwriting is so bad that it is necessary for their homework and class work to be word-processed in order for teachers to understand it
- Where a student's speed of handwriting is so slow that their progress in learning is significantly hampered
- Where a student's dyslexia or other specific learning difficulty means that it is easier for them to organise their thinking and demonstrate their learning through a word processor
- Where a student would normally take school assessments and examinations with a word-processor as a result of testing carried out by the Learning Support team

- Where a student has a temporary or long term medical condition which means that at the time of assessment a word processor is the most efficient or least painful way of writing.

A word processor will only be issued to a student for examinations where it will benefit them. Therefore, where their speed of writing is greater than their typing speed, and their handwriting is legible, students will not normally be allowed to use a laptop or similar in examinations.

Dictation Software

Where a student finds it difficult to type or handwrite at a reasonable speed and accuracy/ legibility, the use of dictation software may be appropriate. In order to be allowed this *access arrangement* a student must be entitled to the use of a *scribe* in line with JCQ guidelines. Furthermore, the student must have practised the use of dictation software so that they are able to work quickly and accurately without technical assistance during an examination. This should be their normal way of working, and students can practise with the dictation tools in Word and Google Docs in order to get used to the process.

Reading Software

It is the school's policy to use Computer Reader Software as the first preference for arrangements for students who need help with reading in examinations. This is because it enables students to get passages repeated as many times as needed without embarrassment. This should be their normal way of working, and students can practise with the Read-Write software at home in order to get used to the process.

Internet Access, AI and other tools

We will comply with the JCQ Instructions for conducting examinations. Unless the assessment arrangements specifically require or permit it, students will not have access to the Internet, AI tools or other tools such as spelling or grammar checkers during assessments. The use of a laptop should confer no unfair advantage on the user compared to other candidates.

Appendix 9: Conflicts of Interests Policy

The JCQ General Regulations (2024) requires that the school manages conflicts of interest by

- *informing the awarding bodies, before the published deadline for entries for each examination series, of:*
  - *any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;*
  - *any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and*
- *maintains clear records of **all instances** where:*
  - *exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;*
  - *centre staff are taking qualifications at their own centre which do not include internally assessed components/units;*
  - *centre staff are taking qualifications at other centres.*

The head of centre must ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Heads of centre should note that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre.

The head of centre is responsible for ensuring that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials.

The head of centre must ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.

We meet these obligations by:

- Asking staff about conflicts of interest in the Annual Compliance Form completed by staff at the start of every academic year, which specifically asks if they have worked or plan to work for any awarding body and whether they have any connection with any candidate that the school may enter for an examination or qualification.
- Requiring all staff to complete an additional declaration of interest form at the point when exam entries are made in February

The records generated by these processes are retained until the completion of the exams process when the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Where any conflict of interest is revealed, the appropriate action will then be taken, promptly, to ensure that:

- Awarding bodies are informed where necessary
- Safeguards are put in place to ensure that there can be no malpractice, nor any perception of possible malpractice.

Records of the action taken will be recorded in the form of emails between the Headteacher and the Examinations Officer.
We will comply with the JCQ requirements to detect, record and report any potential conflicts of interest.
Where any member of staff is engaged with an awarding body in the preparation or marking of examinations they must comply with all the requirements of that exam board and disclose their work to the Headteacher. The Headteacher will take note of JCQ guidance and take such measures as are necessary to safeguard the examinations process at ULMaS.

Appendix 10: Procedure to identify candidates

Invigilators must identify that the candidates sitting the exams are correct.
In order to do this we attach photo cards to the exam table. These photos match the ones that students have on their lanyards. We also use external candidates for our Winter mock season which means they have already met the students and so know who most of them are before the exam season begins.

If invigilators are in any doubt we ask that they immediately contact the exams officer to confirm. This may happen in the rare occasion that a student has changed their appearance considerably since the photos have been taken.