

**HORIZONS EDUCATION TRUST**

Examinations Policy

March 2025

**POLICY ISSUE CONTROL**

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## **1.0 INTRODUCTION**

The word 'parent' is used throughout to refer to, 'parent, carer or guardian'.

Here at Horizons Education Trust (HEdT), our academies are committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure that:

- 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.

## 2.0 ROLES & RESPONSIBILITIES

All staff members involved in our exam processes must read, understand and implement this policy, and guide pupils to act in alignment with this policy.

### 2.1 Head of Centre

The Head of Centre:

- Has overall responsibility for the academy 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 that [JCQ guidance for centres on cyber security](#) is followed.
- Ensures that accurate candidate contact information is obtained and maintained.
- 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 the named headteacher. (The Head of Centre can delegate tasks related to the responsibilities above, but cannot delegate the overall responsibility).

### 2.2 Exams Officer

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

- Manage the administration of all examinations and coursework.
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies.
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates.
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them.
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries.
- Maintain systems and processes to support the timely entry of candidates for their exams.

- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines.
- Oversee access arrangements and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#).
- Identify and manage exam timetable clashes.
- Account for income and expenditures relating to all exam costs/charges.
- Line manage the senior exams invigilator in organising the recruitment, training and monitoring of a team of exam invigilators, responsible for the conduct of exams.
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies.
- Track, dispatch and store returned coursework/controlled assessments.
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests.
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments.
- Advise on appeals and re-marks.
- Identifying and testing candidates' requirements for access arrangements in good time so they can put exam day arrangements in place.
- Processing any necessary applications in order to gain approval (if required).
- Working with the invigilator and support staff team to provide the access arrangements required by candidates in exam rooms.
- Are a key holder to the secure room with question papers and pre-release materials.

### **2.3 Teachers/Subject Leads**

Teachers/Subject Leads are responsible for:

- Advising the Exams Officer of any changes to syllabus or assessment details for their subjects.
- Advising the Exams Officer of entries for their subjects.
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries.
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the Exams Officer.
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets.
- Decisions on post-results procedures (retakes and remarks).
- Supplying information about entries, coursework and controlled assessments as required by the Exams Officer.

- Teachers are responsible for submitting estimated grades to the Exams Officer when requested.

#### **2.4 Lead Invigilators**

The lead invigilator(s) are responsible for:

- Assisting the Exams Officer to run exams efficiently, according to JCQ regulations.
- Collecting exam papers and other material from the exams office before the start of the exam.
- Collecting all exam papers in the correct order at the end of the exam and ensuring they are returned to the exams office.

#### **2.5 Candidates**

Candidates are responsible for:

- Confirming and signing 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.

### **3.0 QUALIFICATIONS OFFERED**

- 3.1 The Head of Centre decides the qualifications we offer.
- 3.2 We offer the following types of qualifications, this list is not exhaustive and can change on a year to year basis:
- Level 2 GCSE Qualifications
  - Level 2 Functional Skills
  - Level 2 BTEC Qualifications
  - Level 1 Functional Skills
  - Level 1 BTEC Qualifications
  - Entry Level Qualifications
  - ASDAN Qualification
  - AQA Awards Qualifications
  - Arts Mark Awards
- 3.3 The subjects offered for these qualifications in any school year may be found in our prospectus.
- 3.4 If there will be a change to a specification for the next year, the exams office must be informed by 1<sup>st</sup> May.
- 3.5 The specification is the actual content/syllabus of the exam (as opposed to qualification type or subject). For instance, switching from OCR to AQA for English.
- 3.6 Informing the exams office of changes to a specification is the responsibility of SLT and teachers.
- 3.7 Decisions on whether a candidate should be entered for a particular subject will be taken by the Exams Officer in consultation with the teacher; then decision is ratified by the headteacher.

## **4.0 EXAM SERIES**

### **4.1 Internal Exams**

- Internal exams (mock or trial exams) and assessments are scheduled in the following exam series:
  - September (baseline assessments)
  - December
  - February
  - May
  - July
- Internal exams are held under external exam conditions.
- The SLT decides which exam series are used in the centre.

### **4.2 External Exams**

- External exams and assessments are scheduled in the following exam series:
  - November (Winter Season)
  - January / February (Spring Season)
  - April / Early May (Early Summer Season)
  - Late May / June / July (Late Summer Season)
- The centre does not offer assessments on an on-demand basis.
- The external exam dates are set by the Examination Boards and the centre is unable to change them.

### **4.3 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.



## **5.0 ENTRIES**

- 5.1 Candidates or parents can request subject entry, change of level or withdrawal.
- 5.2 We accept entries from private candidates that are known to the centre.
- 5.3 We act as an exams centre for other organisations that work with the centre.
- 5.4 Entry deadlines are circulated to via email, briefing meetings and via schools electronic communication systems.
- 5.5 Teachers will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.
- 5.6 Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by the headteacher. Late entries are subject to a significant increase in cost from exam boards.

## **5.7 Resits**

We allow re-sits for the following types of qualifications:

Delete as appropriate:

- GCSEs
- BTECs
- Functional skills

Re-sit decisions will be made by teachers in consultation with the Exams Officer, and ratified by the headteacher.

## **5.8 Resit Conditions**

Resits may be charged for if pupils wilfully avoid or sabotage prior examination sittings.

## 6.0 EXAMINATION FEES

- 6.1 Candidates 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. After this window the charging of a fee is at the discretion of the headteacher.
- 6.2 The exams officer will publish the deadline for actions well in advance of each exams series.
- 6.3 Maintained schools and academies are not allowed to charge pupils to enter “prescribed public examinations” you have prepared them for in school, or for re-sits of these exams if you have prepared them for the re-sit at school.
- 6.4 This is set out in the DfE’s guidance on [charging for school activities](#). “Prescribed public examinations” includes GCSEs, AS-levels and A-levels. A full list is in the annex to an [explanatory memorandum to the Education \(Prescribed Public Examinations\) \(England\) Regulations 2010](#).
- 6.5 You **may be** charged for:
- Exams or re-sits the pupil has **not** been prepared for at school, even if they are on the list of prescribed public examinations.
  - Exams not on the set list of prescribed public examinations.
  - A pupil, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee.
  - Withdrawal from an exam (where charges would be applied by an exam board), if the parent requests withdrawal.

## **7.0 EQUALITIES**

- 7.1 All our staff must ensure that they meet the requirements of any equality legislation.
- 7.2 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 Exams Officer.

## **8.0 ACCESS ARRANGEMENTS**

- 8.1 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.
- 8.2 A candidate's access arrangements requirement is determined by the Exams Officer.
- 8.3 Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Exams Officer.
- 8.4 Room arrangements for candidates using access arrangements will be organised by the Exams Officer.
- 8.5 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 is to be assessed in conjunction with JCQ guidelines.

## **8.6 Use of Word Processors**

- 8.6.1 We may allocate the use of a word processor to a candidate as part of access arrangements or as a reasonable adjustment where appropriate, including:
- When it is their normal way of working, i.e. where the curriculum is delivered electronically and word processors are provided to all candidates.
  - If they need support with handwriting.
  - If they have a:
    - Physical disability
    - Learning difficulty that has a substantial and long-term adverse effect on their ability to write legibly
    - Medical condition
    - Sensory impairment
- 8.6.2 The SENCO will use their judgement, in collaboration with relevant members of staff where necessary, to make decisions about when a word processor is appropriate outside the specific listed examples above.
- We will make sure that:
- The proposed arrangement will not disadvantage or advantage a candidate.
  - The use of a word processor will not compromise the assessment objectives or the integrity of the assessment and will be used under secure conditions. Where these objectives would be compromised, then a word processor will not be granted for use by a candidate.
- 8.6.3 We will also make sure that the word processor:
- Has the spelling and grammar check and predictive text software disabled.
  - Does not have internet connectivity during the exam.
  - Has been cleared of any previously stored data, along with any portable storage medium used (and where any authorised memory stick is provided to or used by the candidate, the memory stick will be cleared of any previously stored data).
  - Does not allow access to other applications such as a calculator (where prohibited), spreadsheets or emails.

- Does not have graphic packages or computer-aided design software, unless permission is given.
  - Does not have computer reading (text to speech) software, unless the candidate has permission.
  - Does not have speech recognition technology, unless the candidate has permission.
- 8.6.4 The word processor will not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.
- 8.6.5 All equipment will be checked to make sure it's in working order and sufficiently charged for the duration of the examination.
- 8.6.6 Candidates provided with the use of a word processor will be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where we accommodate a candidate in another room, a separate invigilator will be present.
- 8.6.7 Candidates will be:
- Reminded to make sure that the centre number, candidate number and the unit/component code appear on each page as a header or footer, or to handwrite their details on the printed documents where this feature is not available (where the candidate needs to handwrite their details, they will be supervised to make sure that's solely what they're doing and not re-reading their answers or amending their work in any way)
  - Reminded to save their work at regular intervals, unless 'autosave' has been set up on the device to make sure that the candidate's work is not lost because of a technical issue
  - Advised to use a minimum font size of 12pt and double spacing
- 8.6.8 Each page of the typed script will be numbered.
- 8.6.9 The word processor will be connected to a printer so that the script can be printed off and will be done once the examination is over. The candidate must be present to verify that the work is their own and then the script will be attached to any answer booklet that contains some of the answers. We may also be required by the awarding body to include a word processor cover sheet with the candidate's typed script.
- 8.6.10 We may retain electronic copies of a word-processed script and this may be accepted by an awarding body where the printed copy has been lost and it is demonstrated that the file has been kept securely.

## **9.0 CONFLICT OF INTEREST**

9.1 The academy has a duty of care to protect staff and students and the integrity of HEdT as a centre. Any assessor or other member of staff involved in any way with internal assessments or exam processes must declare any conflict(s) of interest in this regard. This section applies to all staff and other individuals who interact with the work of the exam boards including teaching and marking. A Conflict of Interest Form (Annex C) must be completed by staff members with any interest in that exams series.

### **9.2 Definition of conflict of interest**

A conflict of interest occurs when an individual has competing interests or loyalties.

The conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

For the purposes of this policy, situations where a conflict of interest occurs are:

- A member of staff taking a qualification at the centre which includes internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre).
- A candidate being taught and prepared for any qualification (including internally assessed components/units) by a member of staff with a personal connection to the candidate.
- A member of exams office staff with a personal connection to a candidate being entered for exams at the centre.
- A member of centre staff taking a qualification at the centre which does not include internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre).
- A member of staff taking a qualification at another centre.

### **9.3 Managing the conflict of interest**

The trust complies with the JCQ and other awarding bodies conflict of interest regulations by:

- Ensuring the relevant awarding bodies are informed of any conflict of interest
- Requiring staff to sign a Declaration of Interest form for any student who is a close friend or relative as the student starts GCSE/vocational courses and then before the published deadline for entries for each examination series
- Recording a list of staff who have a conflict of interest and sharing that with Exams Officer and Quality Nominee so that they are aware and can take necessary action to mitigate
- Maintaining records that confirm the measures taken to mitigate any potential risk to the integrity of the qualifications affected
- Ensuring other relevant centre staff, where they may be involved in the receipt and dispatch of confidential exam materials, are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials.

### **9.4 Responsibility regarding conflict of interest**

All staff have responsibility for ensuring that they are familiar with this section of the policy. Staff are required to make a declaration as soon as they become aware of a potential conflict.

### **9.5 Making a declaration**

All staff who identify that they potentially have a conflict of interest are required to sign a Centre Staff Declaration Form. These forms and a list of all staff involved are kept in a folder in the Exams Office and are shown in Annex C. Declarations are treated confidentially within the bounds of what is required to be reported to the awarding bodies.

### **9.6 Action following a declaration**

Depending on the nature of the declaration;

- A report is made to the relevant awarding body and/or
- A log is kept of any action taken to mitigate risk.

The individual concerned and Exams Officer are equally responsible for ensuring that the issue is documented carefully.

Clear records should be kept which include details of measures taken to mitigate any potential risk to the integrity of the qualifications involved.

The Exams Officer/Quality Nominee are informed of any potential conflict of interest within their department.

Records are held in the Exams Office to be available for inspection by JCQ inspectors and/or awarding body staff if required, or if they are requested should concerns be reported to an awarding body. They are 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.

Ultimate responsibility for the conflict of interest policy, dissemination of the policy and management of potential and actual conflicts of interest rests with the Head of Centre.

## **10.0 CONTINGENCY PLANNING**

10.1 Contingency planning for exam administration is the responsibility of the Exams Officer and all centres must have a written examination contingency plan that covers all aspects of examination administration, in accordance with JCQ guidelines. The Exams Contingency Plan is given in Annex B.

10.2 All relevant centre staff must be familiar with the contingency plans, and are in line with the [guidance provided by Ofqual](#), [JCQ](#) and awarding organisations.

10.3 Responsibility regarding contingency planning:

### **10.4 Head of Centre**

The Head of Centre is the designated headteacher. They are responsible for:

- Making sure that a written examination contingency plan/examinations policy is in place, and covers all aspects of exam/assessment administration.
- That academy staff are aware of these plans.
- That there are procedures in place to maintain the security of user accounts.

### **10.5 Senior Designated Contacts**

The Senior Designated Contact(s) must be available to manage emergency requests from awarding bodies that are results-related during the summer holidays.

### **10.6 Exams Officer**

The Exams Officer is a distinct/separate role to the Head of Centre and is responsible for:

- Appointing and training a member of staff as an Examinations Assistant who can take over their responsibilities in the event of their absence.

### **10.7 Staff & Invigilators**

Staff and invigilators involved in the centre's exam/assessment process are responsible for reading, understanding and implementing the contingency plan.

### **10.8 Contingency Planning: Cyber Security Arrangements**

Exam/assessment planning includes appropriate preventive measure against issues relating to cyber security, for example, candidates' work is backed up on 2 separate devices, including a networked machine. The network automatically keeps back-ups for 90 days.

The Head of Centre is responsible for ensuring there are procedures in place to maintain the security of user accounts by:

- Providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret.
- Providing training for staff on awareness of all types of social engineering/phishing attempts.
- Enabling additional security settings wherever possible.
- Updating any passwords that may have been exposed.
- Setting up secure account recovery options.
- Reviewing and managing connected applications.
- Monitoring accounts and regularly reviewing account access, including removing access when no longer required.



- Ensuring authorised members of staff securely access awarding bodies' online systems, in line with awarding body regulations regarding cyber security and the [JCQ guidance for centres on cyber security](#). (authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements).
- Reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body.

### **10.9 Contingency Planning: Alternative site(s)**

If examinations/assessments cannot be conducted at the centre's registered address, the alternative sites are:

- Spring Common Academy,  
American Lane, Huntingdon. PE29TQ
- Prestley Wood Academy,  
Alconbury Weald, Huntingdon, PE28 4WX
- Riverside Meadows Academy - Wisbech Green,  
Barton Road, Wisbech, PE13 4TJ
- Riverside Meadows Academy - St Neots,  
Almond Road, St Neots, PE19 1DZ

### **10.10 Contingency Planning: Scenarios**

The table in Annex A sets out examples of scenarios where you may need a contingency plan to minimise risk of disruption to examination/assessment administration, and to candidates. These are based on guidance from Ofqual and the JCQ.

## **11.0 MANAGING INVIGILATORS**

- 11.1 External staff will not be used to invigilate examinations.
- 11.2 The Exams Officer must ensure that a teacher, teaching assistant, tutor or senior member of centre staff who teaches the subject being examined, or a learning support assistant who has supported one or more candidates, is not an invigilator during the examination.
- 11.3 Invigilators are recruited, timetabled, trained and briefed by the Exams Officer.

## **12.0 MALPRACTICE**

12.1 In accordance with the regulations HEdT will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected malpractice - Policies and procedures and provide such information and advice as the awarding body may reasonably require

12.2 The Head of Centre, in consultation with Exams Officer, is responsible for ensuring that suspected malpractice is thoroughly investigated. Malpractice doesn't necessarily involve an intention to cheat or gain an unfair advantage. Examples of malpractice include, but are not limited to:

- Unauthorised use of a mobile phone or internet-enabled device in examinations
- Copying or allowing work to be copied
- Posting work on social media prior to an exam
- Collusion or working collaboratively

### **12.3 Informing Candidates Prior to Assessment**

Candidates are reminded at the start of each assessment window by letter, and before each assessment through posters displayed outside of the examination room and the invigilator briefing prior to the exam starting.

### **12.4 Suspected Malpractice**

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels:

- Suspected malpractice should be reported to the Exams Officer and/or Head of Centre.
- Concerns regarding the Exams Officer should be reported to the Head of Centre.
- Concerns about the Head of Centre should be reported to the CEO.

### **12.5 Centre Staff Malpractice**

'Centre staff malpractice' means malpractice committed by:

- A member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- An individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe
- Staff malpractice will be dealt with under the trust's disciplinary policy.

### **12.6 Candidate Malpractice**

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the

presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

## **12.7 Reporting Suspected Malpractice to the Awarding Body**

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

## **12.8 Communicating Malpractice Decisions**

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

## **12.9 Potential Outcomes of Candidate Malpractice**

Should the incident be proven then there are several possible consequences:

### **1. A Warning**

The candidate is issued with a warning that if he/she commits malpractice within a set period of time, further specified sanctions may be applied

### **2. Loss of all marks for a section**

The candidate loses all the marks gained for a discrete section of the work. A section may be part of a component, or a single piece of nonexamination assessment if this consists of several items

### **3. Loss of all marks for a component**

The candidate loses all the marks gained for a component. A component is more often a feature of a linear qualification than a unitised qualification, and so this sanction can be regarded as an alternative to sanction. Some units also have components, in which case a level of sanction between numbers 2 and 4 is possible

### **4. Loss of all marks for a unit**

The candidate loses all the marks gained for a unit. This sanction can only be applied to qualifications which are unitised for linear qualifications, the option is sanction 3. This sanction usually allows the candidate to aggregate or request certification in that series, albeit with a reduced mark or grade

### **5. Disqualification from a unit**

The candidate is disqualified from the unit. This sanction is only available if the qualification is unitised. For linear qualifications the option is sanction. The effect of this sanction is to prevent the candidate aggregating or requesting certification in that series, if the candidate has applied for it. For qualifications with assessments taken throughout the academic year, the candidate will be disqualified from the unit and will not be able to use the unit to aggregate/certificate. The candidate will need to redo the unit in order to be eligible for aggregation/certification, subject to the awarding body's requirements

## **12.10 Appeals against decisions made in cases of malpractice**

In appeals against decisions made in cases of malpractice, HEdT will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant.
- Refer to further information and follow the process provided in the JCQ publication: A guide to the Awarding Bodies' appeals processes.

### **13.0 EXAM DAYS**

- 13.1 The Exams Officer will:
- Book all exam rooms (after liaising with other relevant users).
  - Make question papers, exam stationery and materials available for the invigilator.
- 13.2 Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance.
- 13.3 The invigilator or exams officer will start and finish all exams in accordance with [JCQ guidelines](#).
- 13.4 Subject staff may not be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.
- 13.5 In practical exams, subject teachers' availability will be in accordance with [JCQ guidelines](#).
- 13.6 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 teachers in accordance with JCQ's recommendations and no earlier than 48 hours after candidates have completed them.
- 13.7 After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with the reception administration team.
- 13.8 Emergency evacuation of the examination room will be outlined within the centre's exam contingency plan, which will be subject to inspection by the JCQ Centre Inspection Service.
- 13.9 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.

## **14.0 CANDIDATES**

- 14.1 The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the teachers or exam officer.
- 14.2 Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.
- 14.3 In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject.
- 14.4 This is particularly true of mobile phones and other electronic devices with text or digital facilities.
- 14.5 Any precluded items must not be taken into the exam room.
- 14.6 Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer.
- 14.7 Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.
- 14.8 The exams officer is responsible for handling late or absent candidates on exam day.
- 14.9 The exams officer is responsible for managing private candidates.
- 14.10 The exams officer will be responsible for making arrangements for clash candidates, including:
  - Supervising escorts.
  - Identifying a secure venue.
  - Arranging overnight stays where necessary.

## **15.0 SPECIAL CONSIDERATION**

- 15.1 If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the invigilator to that effect.
- 15.2 The candidate must support any special consideration claim with appropriate evidence **within 3 days of the exam.**
- 15.3 The exams officer will make a special consideration application to the relevant awarding body **within 7 days of the exam.**



## 16.0 GCE & GCSE NON-EXAMINATION ASSESSMENTS

- 16.1 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.
- 16.2 The sharing of exemplar assessment material for reference purposes encourages good teaching practice. However, teachers **must** closely control and supervise the issuing of work for non-examination assessment components produced by former candidates in a previous year and the sharing of exemplar non-examination assessment. This will ensure that candidates do not use such material for their own work.
- 16.3 Centres **must** keep live non-examination assessment material\* and candidates' work secure and confidential at all times whilst in their possession. Teaching staff **must not** share live non-examination assessments with candidates or post candidates' work on social media.
- (\*Live non-examination assessment material is defined as any work on a topic which has been set either by an awarding body or the centre for a current or future examination series, even if the work was completed in a previous year.)
- 16.4 **Teachers must inform candidates that the copying of any non-examination assessment material in order to present it as their own constitutes malpractice.** Candidates **must not** submit work which is not their own. Further information may be found within **section 9** of the JCQ document *Instructions for conducting non-examination assessments*.
- 16.5 Teachers **must not** encourage candidates to assist one another when producing work.
- 16.6 Teachers **must** remind candidates that they **must not** make their work available to others through any medium: they **must not**, for example, post and share their work on social media
- 16.7 It is the duty of teachers to ensure that all non-examination assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details, and the date and time sent.
- 16.8 Marks for internally assessed work are provided to the exams office teachers. The exams officer will inform staff of the deadline date for appeals against internal assessments.
- 16.9 Any appeals will be dealt with in accordance with our internal appeals procedure.

## 17.0 ARTIFICIAL INTELLIGENCE (AI)

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

17.2 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

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.**

**18.0 RESULTS & CERTIFICATES**

- 18.1 Candidates will receive individual results slips on results days by attending the academy through appointment.
- 18.2 The results slip will be in the form of a centre-produced document, with exam documents supporting.
- 18.3 Arrangements for the centre to be open on results days are made by the Exams Officer with the headteacher and site manager.
- 18.4 The provision of the necessary staff on results days is the responsibility of the Exams Officer.
- 18.5 Dates of results days each year will be publicised for all candidates through the school website/information leaflets/letters home/ and the schools electronic communication procedures.

## **19.0 ENQUIRIES ABOUT RESULTS (EARS)**

- 19.1 EARS may be requested by centre staff or the candidate following the release of results.
- 19.2 A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.
- 19.3 The cost of EARS will be paid by the centre where the script is within 3 UMS marks of the grade boundary.
- 19.4 All decisions about whether to make an application for an EAR will be made by headteacher and Exams Officer.
- 19.5 If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond accordingly.
- 19.6 All processing of EARS will be the responsibility of the Exams Officer following the JCQ guidance.

## **20.0 ACCESS TO SCRIPTS (ATS)**

- 20.1 After the release of results, candidates may ask subject staff to request the return of written exam papers **within 10 days** of the receipt of results.
- 20.2 Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- 20.3 Applications for EARs cannot be submitted once an original script has been returned.
- 20.4 The Exams Officer is responsible for processing requests for ATS.
- 20.5 The cost of ATS will be paid by the candidate, unless it is used for teaching purposes.
- 20.6 The cost of ATS is set by the examination boards.

## **21.0 APPEALS PROCEDURE (INTERNAL ASSESSMENT)**

### **21.1 What is the procedure?**

This is the procedure used in internal assessment for work that contributes to an examined or non-examined award.

The procedure at this examination centre, HEdT, will be supervised by at least one teacher and one teaching assistant. Information will be available from the Examinations Officer, who will be aware of the details of all appeals in progress, and advised of their outcome.

Any appeal will be considered by at least three members of HEdT staff, including your teacher.

You will be allowed to be supported in the presentation of your case by a parent, guardian, or friend.

A written record of all Appeals will be held in the academy office. This will include a record of the outcome, including the reasons for that outcome. A copy will be sent to you.

All appeals will include a review of the procedure used at HEdT to award marks for internal assessments to ensure that this complies with the requirement of the Awarding Body, and the published Code of Practice.

You must complete the relevant form at least two weeks before the date of the final written examination paper in the subject that exam session. An internal appeal will be resolved by the date of the final written examination paper of the session.

HEdT will inform the Awarding Body of the outcome of any appeal which has implications for the conduct of examinations or the issue of results at HEdT and the full details of any appeal will be made available to the Awarding Body on request.

### **21.2 How do I make an Appeal?**

You should seek advice from your tutor, or relevant subject staff.

If you wish to make an appeal, please fill in the 'Form for the Logging of Student Complaints'.

A blank copy of this will be available from the Examinations Officer. (Annex D)

Return the completed form to the Examinations Officer.

### **21.3 Appeals for External Examinations**

For external examinations you will need to follow the appropriate awarding bodies appeal procedure available from their websites.

**ANNEX A – CONTINGENCY PLAN SCENARIOS**

Scenario	when to implement	actions	person(S) responsible
Disruption of teaching time in the weeks before an exam/assessment, due to the centre being closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning	<ul style="list-style-type: none"> <li>➤ Seek advice from relevant awarding organisations and the JCQ</li> <li>➤ Communicate with parents and candidates about the potential for disruption to teaching time and plans to address this</li> <li>➤ Have a contingency plan to facilitate alternative methods of learning, alternative venues or both</li> <li>➤ Prioritise candidates who will be facing examinations/assessments shortly</li> <li>➤ Advise candidates, where appropriate, to sit examinations/assessment in the next available series</li> <li>➤ Communicate any changes to your plans with parents and candidates</li> </ul>	Headteacher
The head of centre is absent at a critical stage of the examination cycle*	If the head of centre is absent due to illness or other unforeseen circumstances and unable to perform key tasks required for the management and administration of examinations/assessments	<ul style="list-style-type: none"> <li>➤ Contact the relevant awarding organisation promptly and follow its instructions</li> <li>➤ Designated member of SLT will deputise for the head of centre</li> </ul>	Deputy Headteacher / Assistant Headteacher

Scenario	when to implement	actions	person(S) responsible
Exams officer is absent at a critical stage of the examination cycle*	If the exams officer is absent due to illness or other unforeseen circumstances and unable to perform key tasks required for the management and administration of examinations/assessments	<ul style="list-style-type: none"> <li>➤ Contact the relevant awarding organisation promptly and follow its instructions</li> <li>➤ The examinations assistant will deputise for the exams officer</li> </ul>	Assistant Examinations Officer  Headteacher
SENCO is absent at a critical stage of the examination cycle*	If the SENCO is absent due to illness or other unforeseen circumstances and unable to perform key tasks required for the management and administration of examinations/assessments	<ul style="list-style-type: none"> <li>➤ Contact the relevant awarding organisation promptly and follow its instructions</li> <li>➤ Exams officer to work with deputy SENCO/member of the SLT to put access arrangements in place</li> </ul>	Headteacher



Scenario	when to implement	actions	person(S) responsible
Candidates are unable to take examinations/ assessments because of a crisis, but the centre remains open	If candidates are unable to attend examination centres to take examinations/assessments as normal, e.g. due to a sickness bug	<ul style="list-style-type: none"> <li>➤ Communicate with relevant awarding organisations at the outset, to make them aware of the issue</li> <li>➤ Liaise with these candidates to identify whether the examination/assessment can be sat at an alternative venue, in agreement with relevant awarding organisations</li> <li>➤ Communicate with parents and candidates regarding solutions to the issue</li> <li>➤ Offer candidates an opportunity to sit examinations/ assessments missed at the next available series, if possible</li> <li>➤ Apply to awarding organisations for special consideration for candidates, where they've met the minimum requirements</li> </ul>	Exams Officer

Scenario	when to implement	actions	person(S) responsible
Centre is unable to open as normal during the examination period*	If the centre is unable to open as normal for scheduled examinations/assessments, e.g. it's forced to close due to a fire or flood	<ul style="list-style-type: none"> <li>➤ Inform relevant awarding organisations as soon as possible</li> <li>➤ Refer to emergency plans and/or health and safety policy, where appropriate</li> <li>➤ Head of centre will decide whether the centre is safe to open, based on advice or instructions from relevant local or national agencies. Consider whether to open for examinations/assessments and candidates only, if possible</li> <li>➤ Use alternative venues in agreement with relevant awarding organisations</li> <li>➤ Communicate any changes to plans with parents and candidates</li> <li>➤ Apply to awarding organisations for special consideration for candidates where they've met the minimum requirements</li> <li>➤ Offer candidates an opportunity to sit examinations/ assessments missed at the next available series, if possible</li> </ul>	Head of Centre  Examinations Officer

Scenario	when to implement	actions	person(S) responsible
Disruption to the centre's IT systems*	If a critical failure of the centre's IT systems significantly impacts the administration of exams, e.g. in the event of a cyber attack	<ul style="list-style-type: none"> <li>➤ Initiate measures to protect candidates work from corruption/cyber attacks</li> <li>➤ Contact the relevant awarding organisation promptly and follow its instructions (if digital communications aren't available, make contact by other means, e.g. phone call)</li> <li>➤ Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open</li> <li>➤ Identify whether the exam/assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of question papers/assessment materials to the alternative venue</li> <li>➤ Where accommodation is limited, prioritise pupils whose progression will be severely delayed if they do not take their exam/assessment when planned</li> <li>➤ Communicate with pupils/parents any changes to the exam or assessment timetable or to the venue</li> <li>➤ Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam/assessment timetable</li> </ul>	Examination Officer

Scenario	when to implement	actions	person(S) responsible
Disruption in the distribution of examination papers	If there is disruption to the distribution of examination papers to centres in advance of examinations	<ul style="list-style-type: none"> <li>➤ Find out from the awarding organisation if they're able to organise an alternative courier and time to deliver hard copies</li> <li>➤ If the above isn't possible, organise receipt of electronic access to papers via a secure external network</li> <li>➤ Have plans in place to ensure the school is able to receive, make and store papers under secure conditions</li> <li>➤ As a last resort, the awarding organisation may consider rescheduling the examination</li> </ul>	Exam Officer
Disruption to the transportation of completed examination scripts	If there is a delay in normal collection arrangements for completed examination scripts	<ul style="list-style-type: none"> <li>➤ If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection</li> <li>➤ Only make alternative arrangements after approval from the awarding organisation</li> <li>➤ Ensure secure storage of completed examination papers until collection</li> <li>➤ If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the <a href="#">JCQ's instructions for conducting examinations</a></li> </ul>	Exam Officer

Scenario	when to implement	actions	person(S) responsible
Assessment evidence isn't available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked – e.g. a fire or flood at the centre destroys completed examination scripts	<ul style="list-style-type: none"> <li>➤ Communicate this immediately to the relevant awarding organisation, candidates and their parents</li> <li>➤ Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement</li> <li>➤ Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series</li> </ul>	Exam Officer
Centre is unable to distribute results as normal or facilitate post-results services*	If the centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services – e.g. due to failure of IT systems or a cyber attack	<ul style="list-style-type: none"> <li>➤ Contact awarding organisations about alternative options (if digital communications aren't available, make contact by other means, e.g. phone call)</li> <li>➤ Make arrangements to access results at an alternative site</li> <li>➤ Share facilities with other schools/colleges if possible</li> <li>➤ Co-ordinate access to post-results services from an alternative site</li> <li>➤ Contact the relevant awarding organisation if electronic post-results requests are not possible</li> </ul>	Exam Officer

**ANNEX B – EXAMS CONTINGENCY PLAN**  
**(TO BE READ IN CONJUNCTION WITH ANNEX A)**

**Horizons Education Trust**  
**Examinations Contingency Plan**

**Examination can not be conducted on site:**

If examinations/assessments cannot be conducted at the centre's registered address, the alternative sites are:

Spring Common Academy, American Lane, Huntingdon. PE29TQ

Prestley Wood Academy, Alconbury Weald, Alconbury, Huntingdon, PE28 4WX

Riverside Meadows Academy - Wisbech Green Academy, Barton Road, Wisbech, PE13 4TJ

Riverside Meadows Academy - St Neots, Almond Road, St Neots, PE19 1DZ

**Examination has started on site (all evacuation emergencies):**

If the examination has already started on site then:

(When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.)

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

1. Stop the candidates from writing.
2. Collect the attendance register (**in order to ensure all candidates are present**).
3. Evacuate the examination room in line with the instructions given by the appropriate authority.
4. Advise candidates to leave all question papers and scripts in the examination room.
5. Candidates should leave the room in silence.
6. Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination. Stand separate and away from all other students.
7. Make a note of the time of the interruption and how long it lasted.
8. Upon return, allow the candidates the full working time set for the examination.
9. If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
10. Make a full report of the incident and of the action taken, and send to the relevant awarding body.

**Examination has started on site (all invacuation emergencies):**

1. Stop the candidates from writing.
2. Collect the attendance register (**in order to ensure all candidates are present**).
3. Lock all doors and cover glass and windows, where possible.
4. Await further instruction / all clear
5. Make a full report of the incident and of the action taken, and send to the relevant awarding body.

**ANNEX C – CONFLICT OF INTEREST (EXAMINATIONS)**

<b><u>Staff Conflict of Interest (Examinations) Form</u></b>
Name of Member of Staff: _____ Academy based at: _____
1. Are you taking qualifications, or planning to take any qualifications, at Horizons Education Trust or another Academy/exam centre during the coming academic year? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please provide details of the qualifications(s) and confirm the exam centre being used.
2. Are you teaching and/or preparing members of your family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications that include internally assessed components or units during the coming academic year? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please provide details of the qualifications(s) and confirm the exam centre being used.
3. Are you tutoring (paid or unpaid) a student at either Horizons Education Trust or another school/exam centre for qualifications that include internally assessed components or units during the coming academic year? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please provide details of the qualifications(s) and confirm the exam centre being used.
4. Are you a member of exams office staff and have a member/members of your family (including stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for exams at either Horizons Education Trust or another school/exam centre? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please provide details of the qualifications(s) and confirm the exam centre being used.
Declaration: I understand that, by returning this declaration, I am confirming that the information above is complete and correct to the best of my knowledge and belief. I undertake to keep this declaration up to date while I hold any position that requires it. Signature: ..... Date .....



