



Exams Procedures & Guidelines

2025 - 2026

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Exams Procedures & Guidelines

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1. Purpose

The purpose of this exams procedures and guidelines document is:

- To ensure the planning and management of exams is conducted within JCQ regulations and guidelines.
- To ensure that the planning and management of exams is conducted in the best interest of candidates.
- To ensure the operation of an efficient exams system with clear guidelines for all centre staff.

It is the responsibility of all centre staff involved in the centre's exam processes to read, understand, and implement these procedures and guidelines.

The exams procedures and guidelines will be reviewed annually by the member of SLT appointed to oversee exams processes.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

This document will be updated annually to reflect any changes in JCQ policy, exams processes and procedures, and should be read alongside the Exams Policy.

2. Exams Malpractice Procedure

Introduction

This appendix sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice or maladministration in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally. Malpractice and maladministration includes providing knowing inaccurate or misleading information during the course of an investigation.

Examples of Malpractice

The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates' work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff regarding examinations:

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone/prohibited item or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Centre Malpractice

Centre malpractice involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate.

The following are examples of centre malpractice:

- **Breach of security** – failure to keep examinations material secure, discussing information about examinations that should be confidential, failure to adequately supervise candidates, tampering with candidate's scripts
- **Deception** – inventing or changing marks for NEA's, manufacturing evidence, providing misleading or inaccurate information
- **Improper assistance to candidates** -
- **Failure to co-operate with an investigation** – failure to investigate on request, failure to report immediately all alleged incidents

- **Maladministration** – failure to adhere to key dates and deadlines, failing to ensure that AI is not the sole means of marking work, failure to train invigilators, failing to issue candidates exam notices and warnings

This list is not exhaustive

Staff Malpractice

Investigations into allegations will be conducted by a member of the Senior Leadership Team. The investigation will involve establishing the full facts and circumstances of any alleged malpractice and will proceed as per the relevant school policy.

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against them
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, the Head of Centre may impose the following sanctions:

- **Written warning:** issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
- **Training:** require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- **Special conditions:** impose special conditions on the future involvement in assessments by the member of staff
- **Suspension:** exclude the member of staff in all involvement in the administration of assessments for a set period of time
- **Referral to Governors for appropriate action:** should the degree of malpractice be deemed gross professional misconduct, the member of staff may be referred to the School Governors.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the school's Appeals Policy.

Candidate Malpractice

Introduction

Malpractice procedures will be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and regarding examinations marked externally. All students will be informed of what can contribute towards Malpractice during an assembly and key JCQ information distributed as a booklet and via student email addresses.

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications:

- **Plagiarism:** the copying and passing of as the candidate's own work, the whole or part of another person's work
- **Collusion:** working collaboratively with other learners to produce work that is submitted as the candidate's only
- **Failing to abide by the instructions of an assessor:** this may refer to the use of resources which the candidate have be specifically told not to use
- The **alteration** of any results document.
- The use of AI to generate coursework

This list is not exhaustive

If a teacher suspects a candidate of malpractice, the staff member should raise this to the Senior Leader responsible for Exams and the Head of Centre immediately. The candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their version of events before any final decision is made. If the candidate accepts that malpractice has occurred, they will be given the opportunity to repeat the assignment if appropriate. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate
- The use if AI

This list is not exhaustive.

If a teacher suspects a candidate of malpractice during an examination, the staff member should raise this to the Senior Leader responsible for Exams and the Head of Centre immediately. The candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their version of events before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the candidate's examination paper with be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

AI

What is AI?

AI use in this context refers to the use of AI tools to obtain information and content which might be used in work produced for assessments, which contributes to the award of qualifications. When properly referenced, this can be acceptable, although students cannot be credited for any work they produce for assessment which is not their own so the benefit to them of using AI is likely to be limited and they risk committing malpractice if AI is misused.

AI chatbots are AI tools which generate text in response to user prompts and questions.

Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots can complete tasks such as the following:

- Analysing, improving and summarising text
- Authoring essays, articles, fiction and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts or suggestions for a given topic
- Generating text with specific attributes

What is the risk of using AI?

The use of AI tools may pose significant risks if used by students completing qualification assessments, not least the risk of committing malpractice, for which serious sanctions can apply. AI responses cannot always be relied upon. AI tools often produce answers which may seem convincing but contain incorrect or biased information. Some AI tools have been identified as providing answers to questions that can prompt inappropriate actions, and some can also produce fake references to books/articles.

What is AI misuse?

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

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- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

How will AI misuse be treated as malpractice?

Student work submitted for assessment must be in their own words and not copied or paraphrased from another source such as an AI tool and must reflect their own independent work. AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

When may AI be used?

Students must demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. If a student uses an AI tool, it must be clearly referenced in their submission. The final submission must demonstrate the student's own understanding, skills, and knowledge. AI-generated content should not be presented as the student's own work.

How should AI be acknowledged?

It is essential students are clear about the importance of referencing the sources they have used when producing work for an assessment, and they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students must ensure they independently verify the AI-generated content – and reference the sources they have used.

Students acknowledging the use of AI and showing clearly how they have used it allows teachers and assessors to review how AI has been used and whether the use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, student acknowledgement must show the name of the AI source used and the date the content was generated. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be included with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. If this is not submitted, but the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and must take action to assure themselves the work is the student's own. Where the teacher/assessor cannot assure themselves, they must follow their centre's internal procedures and the published guidance for assessment.

If a teacher suspects the use of AI malpractice within an assessment piece or formal examination this will be escalated to the Senior Leader for Exams who will liaise with the Trust ICT & Network Lead to establish the extent of AI use, through varying software.

AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. To prevent misuse the following actions will be taken:

- Students to have a formal examinations assembly prior to any work completed to outline the importance of submitting their own independent work.
- Reinforce the significance of their declarations where they confirm the work they are submitting is their own
- Remind students that awarding bodies have established procedures for reporting and investigating malpractice
- Students will be issued with a paper and electronic copy of *JCQ Information for Candidates*
- A restricted access to AI tools during awarding body assessments or examinations
- Allocated time will be given to complete work during lessons under direct supervision to allow the teacher to authenticate each student's whole work with confidence.
- Students work will be checked periodically throughout the coursework process

Identifying the misuse of AI by students requires the class teacher to observe students during any internally marked assessments to ensure that work is authentically their own. Staff members are encouraged to compare previous work created by students to identify any malpractice.

The following are examples of potential indicators of AI misuse:

- A default use of American spelling, currency, terms and other localisations
- A default use of language or vocabulary which might not accord with the qualification level
- A lack of direct quotations and/or use of references where these are required/ expected
- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered

- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work 10
- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- A lack of graphs/data tables/visual aids where these would normally be expected
- A lack of specific local or topical knowledge
- Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- The submission of student work in a typed format, where their normal output is handwritten
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

This list is not exhaustive

All malpractice allegations for assessments of internally marked qualifications and regarding examinations marked externally are logged and stored with the examinations team as well as being passed onto relevant awarding bodies. Any suspected malpractice that is identified after the candidate has signed the declaration of authentication must be reported to the awarding bodies, any suspected malpractice before the candidate signs the declaration does not need to be declared.

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line with the Appeals Policy.

3. Contingency Plans & Procedures

Purpose of the plan

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

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy 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.”*

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken include:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services

Centre actions:

- Data Manager and SLT Lead for Exams are trained and familiar with all areas of the exams process.
- Within the MAT there are three further Exams Officers who could offer support if needed. Alongside a Trust Data & Exams Manager.
- Data Manager and Leadership Team will ensure back-up and support is provided where necessary.

2. SENDCo Exams Support extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- evidence of need and evidence to support normal way of working not collated
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010 and JCQ Access Arrangements Regulations

Pre-exams

- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- centre-delegated arrangements not put in place
- staff providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms.

Centre actions:

- The extended SEN team (SENCo, Deputy SENCo, SENCo Manager) are collectively responsible for compiling lists of students that require testing for concessions, as well as recording, planning and providing access arrangements.
- All lists to be shared with the Exams team to arrange alternate seating for these students. This ensures two teams have oversight of arrangements for these students.
- Externally qualified assessor is available to support student testing process.
- Testing process takes place in year 9 for most students and with all students new to the school.
- The Exam and SEN team will provide annual training for Teaching Assistants and invigilators who provide student exams support.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

Planning

- Early/estimated entry information not provided to the Exams Officer on time; resulting in pre-release information not being received

Pre-Exams

- Final entry information not provided to the Exams Officer on time, resulting in:
 - candidates not being entered for exams/assessments or being entered late
 - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- All core subjects have Subject Leaders working with Directors, who can support in case of any staff absence. An Acting Head of Department may be appointed in case of extended absence where needed.
- Exam Officer has access to class lists for estimated entries from SIMS.
- School Leadership Team subject link to confirm final entries in Subject Leader's absence.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Centre actions:

- Invigilator recruitment drive takes place annually for each exam series.
- Number of invigilators held on books exceeds maximum number needed for exam series.
- Invigilator contract explains that throughout series that they may be called upon at short notice.
- Invigilator availability is recorded and held by exams team so in the event of absence, cover can be called in.
- Cover Supervisors/ Support staff in school are trained as invigilators to cover if required.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- Exams Officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions:

- Each day of exam period will be mapped in advance.
- Alternate venues for Access Arrangement candidates are planned, based on school timetable.
- Possible spare rooms available across the site are recorded by exams team and cover supervisor.
- Exams Officer will book rooms needed in advance with Site Team, PE department, Drama department, Catering team and other stakeholders, as well as the Leadership Team.
- Additional spaces are available if main venue is not available (e.g. gym, temporary buildings).
- Use of the school gym and hall will be required if a power cut occurs as natural light is available

6. Cyber Attack

Criteria for implementation of the plan

- A cyber attack is identified which in turn shuts down the schools network

Centre actions:

- Exam registers, rooming, staffing will be printed at least 24 hours in advance
- Exams information will be stored with the MIS (Arbor) which is accessible outside the schools network
- Examinations requiring network access to upload completed examinations material are backed up through the use of USB devices to store work on
- If word processor students cannot access laptops students will have access to a scribe.
- As a last resort we would seek alternative accommodation (see further contingency plan point 9)

7. Failure of IT systems & equipment

Criteria for implementation of the plan

- Arbor system failure at final entry deadline
- Arbor system failure during exams preparation
- Computer malfunction for online exams/word processing Special Arrangements
- Arbor system failure at results release time

Centre actions:

- Final entry deadlines and results to be uploaded/downloaded from AO secure website, and recorded on paper.
- Printed copies of mark sheets kept to enable seating plans/timetables in preparation to be completed in Microsoft Word/Excel.
- Data Manager to identify and re-room alternative IT suite and for online exams, or students requiring IT access
- Exams Officer to book IT equipment well in advance to ensure availability of functioning computers and exams logins.
- Laptops used all able to access relevant software without need for external network availability.
- IT support team available for all exams, and for results release to attend to any systems failure
- Download results from each AO website

8 . Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- Alternative teaching/exam venue will be organised locally in conjunction with LEA and partnership schools (within TEAL).
- All normal communication channels used to inform parents, AOs and all other stakeholders.
- Work may be set for students via Microsoft Teams, and some virtual learning sessions may take place.
- Request guidance from JCQ and awarding body(s)
- Follow government and DfE guidance
- Consult JCQ ([JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#))

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- If personal crisis, special consideration to be applied for on behalf of the student.
- Availability of the pastoral team throughout the exam period to support students and parents.
- Liaison with hospitals, home, or other venues to facilitate student exams where appropriate.
- All students attend Exams assembly before exam period to explain processes in case of illness or absence.

10. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- Alternate venue arranged and approval for holding examinations away from the centre sought from Awarding Bodies
- Alternative venue, first reserve South Hunsley School & Sixth Form.
- Students to use school buses to transport supervised students to alternative accommodation.
- All TEAL schools sit the same exam boards, exam papers will be organised prior to arrival by The Snaith School and South Hunsley School examinations teams.
- Students will use Year 11 and Year 13 classroom spaces if there is insufficient hall space.
- Invigilators & Exam team from The Snaith School will travel with students and conduct the examinations at the alternative accommodation.
- Special consideration to be applied for candidates.
- Where closure is short term, centre will endeavour to supervise all students on site. If closure is long term, liaison with Awarding Body and TEAL centres to look at alternative arrangements.
- Inform JCQ and Awarding Body.

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Following communication with the Awarding Body, exam papers can be downloaded from the website on the day if necessary.
- Admin teams to support printing of examination papers
- Training given to admin teams prior to each exam season to ensure the integrity of the exams is maintained if printing or distribution of exam papers is required

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- Completed papers to be packaged and kept securely until collection is available.
- Awarding Body to be notified immediately.
- School safe updated to meet JCQ requirements for safe storage of papers.

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Communication to the Awarding Body.
- Special consideration application made

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Results emailed to students via Arbor where they are available, and system is operational.
- Post results service offered via email to Exam Officer.
- Awarding Body and students/parents notified of potential delay.
- Centre will remain open on results days, and subsequent days if needed.

Causes 7-14 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

15. Head of Centre/SLT link absence

Criteria for implementation of the plan

- Senior leadership team member with oversight of examination administration be absent

Centre has in place a written escalation process should the head of centre or a member of the senior leadership team with oversight of exam administration, be absent. [GRAC P9]

Centre actions:

- In absence of Assistant Head Teacher with responsibility for exams, responsibility of the exams department would pass to the Deputy Head Teacher and TEAL Exam Lead.

Further guidance to inform and implement contingency planning: Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

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

4. Emergency Evacuation of Exam Rooms

The Snaith School **Emergency evacuation procedure for examinations**

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s). (ICE 25.4)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control. (ICE 24.5)

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the Procedures for handling bomb threats <https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>
- Where safe to do so, ensures candidates are given the opportunity to sit exams for their published duration

Senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

Additional learning support (ALS) lead/Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed via assembly prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the ALS lead/SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate

- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer

Other relevant centre staff

- Support the senior leader, ALS lead/SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:

- report on candidate behaviour throughout the interruption/evacuation
- a judgement on the impact on candidates after the interruption/evacuation

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Emergency evacuation procedure
Actions to be taken (as detailed in current JCQ Instructions for conducting examinations section 25, Emergencies)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Lead invigilator to turn on radio/check mobile phone and wait further instruction from SLT
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room Candidates must be advised to close their answer booklet
Ensure candidates leave the room in silence
Ensure 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
Make a note of the time of the interruption and how long it lasted
Allow the candidates the remainder of the working time set for the examination once it resumes
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
Make a full report of the incident and of the action taken, and send to the relevant awarding body
Additional centre-specific actions to be taken
• Collect the attendance register (in order to ensure all candidates are present). Take pens and seating plans to complete a roll-call. • All EXAMS STUDENTS evacuated to the 3G away from other students

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

5. Lockdown Procedures

Lockdown procedure is triggered by **an announcement from the PA system within school.**

Upon hearing the announcement during an exam, staff in exam room(s) must:

- Securely lock themselves and students in the room they are in
- Close all windows
- Close blinds if on a ground floor room
- Pause the exam, ensuring that students remain in exam conditions and instruct student to await further instructions
- Turn on radios to channel 2 and wait for further instructions from the Exams Officer or member of the Senior Leadership Team
- Record any events and actions on the Exam Room Event Log (this would include the time lockdown started, the time at which the exam was paused and how much time has passed in the current exam).

Any students that are not in a classroom should make their way to the nearest classroom to where they are located. Any staff that are not in a classroom should make their way to the nearest classroom to where they are located.

Staff and students must wait silently with the exam room until the lockdown is lifted via a second announcement or further instructions are given from the Exams Officer or a member of the Senior Leadership Team.

In the event of a lockdown procedure during an exam, the Exams Officer must liaise immediately, and directly, with the relevant awarding body(s) for further guidance.

6. Special Consideration Process

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's main reception to that effect. Candidates are advised to do this before 08.30 in the case of morning exams, and 12.30 for afternoon exams, but as soon as possible in any case.

The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam.

The Exams Officer will make a special consideration application to the relevant awarding body within 14 days of the exam.

7. Escalation Process

In absence of Senior Leader with responsibility for exams, responsibility of the exams department would pass to the Deputy Head Teacher or TEAL Exams Lead. Full details on escalations processes are also outline in the contingency plans and procedures section of this document.

8. Complaints and Appeals Procedures

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, The Snaith School encourages that the complaint is resolved informally in the first instance by contacting the Exams Officer by phone or email. If a complaint fails to be resolved informally the candidate (or their parent/carer) is then at liberty to make a formal complaint.

Formal complaints must be made in line with the Trust's Complaints Policy. This policy can be found at: <https://theeducationalliance.org.uk/>

All complaints will be dealt with by The Snaith School in line with the Complaints Policy.

If the complainant is not satisfied with the outcome of the complaint, they have the right to refer the complaint as outlined in Section 10 of the Trust Complaints Policy.

Any appeals relating to non-examined assessment (NEA) and coursework will be dealt with in line with the NEA & Coursework Policy.

9. Identification Procedures

The Exams Officer will ensure that there are procedures in place to verify the identity of candidates and members of staff who are authorised to enter an exam room. The Exam Officer will ensure that invigilators are trained on these procedures.

Invigilators will follow the procedures for verifying candidate and staff identity. Invigilators will immediately raise concerns with the Exams Officer where they cannot clearly confirm the identity of a candidate or member of staff.

Candidates

The Exams Officer will produce seating plans for all rooms for each exam. These seating plans will clearly identify any other arrangements in place for candidates, such as candidates with exam access arrangements, candidates authorised to leave the exam room and candidates authorised to have food in the exam room.

Each desk will have an ID card on to identify each student. Each card will the candidates full name, candidate number and any access arrangements. Members of the senior leadership team may support in proving the identity of candidates.

Staff authorised to enter an exam room

Only the exams team, and members of the senior leadership team (as designated by the Head of Centre), are authorised to enter an exam room. Invigilators will be trained on who key member of the exams and senior leadership team are, and therefore have authorisation to enter an exam room. Each exam room will contain a summary sheet of staff authorised to enter an exam room, with their photographs.

Senior leaders are not authorised to enter an exam room whilst an exam for which they are a subject teacher is taking place. The subjects taught by each member of the senior leadership team are clearly identified on the summary sheet in each exam room. Invigilators are trained on this and all members of the senior team are briefed on this before each exam series.

It is the responsibility of the invigilators to challenge any member of staff who tries to enter the exam room, and report this to the Exams Officer.

All centre staff must always wear their centre lanyard.

10. Post Results Services & Procedures

Candidates may request the following post-results services once they have received the results of an examination:

- Clerical re-check - this consists of a check that no components of the qualification have been omitted from the final mark, and a check of the total marks stated. The candidate's answers are not checked by an examiner, and this type of query is only appropriate in the event of a suspected omission.
- Review of marking - in this type of review, the candidate's examination script is marked again by a more senior examiner. Marks can be adjusted **up or down** at this stage. This may result in a change of final grade, **up or down**.
- Access to scripts - It is possible to request the original script be returned. Scripts are not returned until the final deadline for requesting a review has passed.
- Copy of the candidate's script - in this the candidate will be supplied with a scanned copy of the marked examination script. Some examination boards only offer this service in conjunction with a review of marking.
- Re-moderation of coursework - this service differs in that it cannot be requested for an individual candidate. If requested, the work of all candidates will be reviewed and re-marked. If this service is requested, the request must come from the Head of Subject for the subject concerned and have the support of the Senior Leader of Exams. The cost will be covered by the Exams Office or the department requesting the service, and candidates and their families must be advised.

Before requesting any post-results services, candidates are encouraged to consult with the Exams Officer, Senior Leader for Exams and/or relevant Head of Subject for advice and support.

All post-results service will be coordinated by the centre's Exams Office. Awarding bodies will not accept requests directly from candidates. The Exams Office staff will submit requests for post-results services and advise the candidates in a timely manner once the outcome of the review has been received.

The Exams Office will not process any requests without written consent from the candidate (this is a requirement of JCQ). All requests must be submitted on the post-results services form, which can be obtained from the Exams Office.

Post results services have associated fees which will be charged to the candidate. The Examination Office will advise the candidate what the charge will be. In the event of a grade being changed, the Examination Boards waive the charge.

When an Enquiry about Results is requested, it is not possible to supplement this by a later request for a review of another component of the same subject and qualification, or another type of review for the same subject and qualification. It is therefore the responsibility of the candidate and their parent/carer at the time of the request to make sure that the review they give consent for is the one that they require.

11. Candidate Absence & Late Arrivals Procedures

It is the responsibility of the candidate to attend all examinations and to arrive on time

Absence

It is the responsibility of the candidate to inform the Exams Officer if they expect to be absent from any exam.

Invigilators should be trained in the school's processes for recording candidate attendance and informing the Exams Officer of any absence, and how to record relevant information on the exam room logs sheets. Senior Invigilators and the Exams officer will be responsible for checking pupil attendance prior to the start of the exam.

In the case of any unexpected absence, the Exams Officer will inform the Attendance Officer of any absences and the timescales of which candidates must arrive so that they can complete their exams. The Attendance Officer will attempt to contact the candidate.

It is the responsibility of the Exams Officer to ensure that attendance records are kept for any exams. For any absence a record of any communication, or attempted communication, with the candidate should be kept. It is the responsibility of the Exams Officer to inform the relevant awarding bodies of any absence.

It is the responsibility of the candidate to provide any medical evidence of absence from exams. It is the responsibility of the Exams Officer to share this evidence with the relevant awarding bodies.

Candidates may be charged fees by the awarding body for unauthorised absence from exams.

Lateness

If the candidate is aware that they may be late to any examination, it is their responsibility to phone the school office and inform them of their expected arrival time.

The Exams Officer is to be made aware and they will inform the lead invigilator.

Invigilators should be trained in the school's processes for dealing with lateness to exams, and how to record relevant information on the exam room logs sheets.

It is up to the Exam Officer to determine whether the candidate has arrived to complete their exam within the timescales set out on JCQ guidance.

It is the responsibility of the Exams Officer to ensure that records are kept of any lateness to exams, and to report any relevant information to the awarding bodies.

If the candidate is unable to do their exam, the candidate may be charged fees by the awarding body for unauthorised absence.

12. Food and Drink in Exams

Food and drink may be allowed in the exam room at the discretion of the Head of Centre. This on the condition that any food or drink brought into the exam room is free from packaging and all labels are removed.

For most exams, the centre allows candidates to take a single bottle of water into the exam room. It is the responsibility of the candidate to ensure that all packaging and labels are removed from water bottles. Water bottles must be clear plastic and must only contain plain water (flavoured and sparkling waters are not allowed). Invigilators will check the exam room for any drinks that do not meet these criteria. Drinks that do not meet these criteria will be confiscated by the invigilators for the duration of the exam.

For all exams, the centre does not allow food to be taken into the exam room. The only exception to this is where a candidate may need food during an exam as the result of a medical condition. This must be discussed and agreed by the Exams Officer in advance of each exam series, and then approved by the Head of Centre. The Exams Officer will ensure that students who are allowed food in exams are clearly identified on all candidate lists and seating plans for each exam.

13. Leaving the Examination Room Procedures

Invigilators will be trained on the procedures for candidates leaving the exam room.

Candidates will only be allowed to leave the exam room if there are specific reasons for this. The reasons and arrangements must be agreed with the Exams Officer before start of exam series, or as soon as the issue becomes apparent. This decision will be reviewed by a member of the senior leadership team before being agreed.

The Exams Officer will ensure that invigilators are made aware of any students that need to leave the exam room, and these are clearly recorded on candidate lists and seating plans for each exam.

The Exams Officer will plan for any students that may need to leave the exams room and ensure that adequate supervision ratios are maintained should an invigilator need supervise a candidate who leaves the exam room.

Candidates may be allowed to leave the exam room to use the toilet, however this should be the exception and not the norm. It is the responsibility of the candidate to ensure that they go to the toilet before the exam. Candidates should be aware that the Exams Officer may need to inform the relevant awarding body that they have left the room. Candidates who leave the toilet must be under the supervision of an invigilator; if a candidate is not supervised during this period, they are not permitted to re-enter the exam room and further guidance from the Exams Officer must be sought.

Candidates who are allowed to leave the exam room temporarily must be always accompanied by a member of centre staff. This must not be the candidate's subject teachers or a subject expert for the exam that they are sitting.

Where any candidate leaves the exam room, this must be recorded on the exam room log sheet. Invigilators will be trained on this process.

It is the responsibility of the Exams Officer to report candidates who have left the room to the awarding body.

14. Overnight Supervision Procedures

Guidance notes for overnight supervision of candidates with a timetable variation for the academic year 2023/24, as stated on the JCQ website

<https://www.jcq.org.uk/exams-office/online-forms/guidance-notes-for-overnight-supervision-of-candidates-with-a-timetable-variation/>

1. If the total duration of three or more examinations to be taken in one day is **more than 5 hours 30 minutes** for GCSE examinations or **more than 6 hours** for GCE examinations (AS, A2, A-level), centres may wish to arrange overnight supervision. However, the candidate should be offered the opportunity to sit all the examinations on the scheduled day. The centre should submit a request for special consideration to the relevant awarding body for the final paper which has been taken.
2. Where the centre allows the candidate to take an examination scheduled for the afternoon session the following morning†, the centre **must always** appoint a member of centre staff or an invigilator to supervise the candidate while he/she is on the premises sitting examinations. The candidate **must** be under centre supervision **from 30 minutes after the awarding body's published starting time for the delayed examination**. The centre must ensure there is no contact with other candidates. If the examination from Friday afternoon is deferred, it must be taken on the following morning i.e. Saturday morning.
3. The supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff. The centre **must** determine a method of supervision which ensures the candidate's wellbeing. They supervisor must supervise the candidate from the time when he/she leaves the supervision of the centre until supervision of the candidate is transferred back again to the appointed person at the centre.
4. The overnight supervision arrangements **must** ensure that the candidate **does not** have advance warning of the content of the examination deferred until the following morning. This means the candidate **must not** meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. email, internet, online streaming services, social media and telephone. It also includes printed media, radio and television which could report key details of the day's examinations.
5. The *Overnight Supervision Declaration* form **must** be completed **no later than 24 hours prior to the overnight supervision commencing** so that those involved fully understand their responsibilities. The centre and the supervisor must retain a copy of the form.
6. *Overnight Supervision Declaration* forms **must not** be enclosed with the scripts. The scripts **must** be sent to the awarding body/examiner in the normal way.
7. All completed *Overnight Supervision Declaration* forms **must** be kept on file at the centre for inspection. Forms may be stored electronically or in hard copy paper format. They **must** be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms **must not** be sent to an awarding body, unless specifically requested.
8. The head of centre **must** be satisfied that the arrangements meet the awarding body's requirements.
9. The awarding body **must** be informed **immediately** of any known or suspected contravention of these conditions.
10. The awarding body may use appropriate means to check that these conditions have been adhered to and will act if there is evidence of any contravention. This could lead to the disqualification of the candidate(s) involved and could affect whether the awarding body would allow such arrangements to be made in the future.

15. Separate Invigilation Procedures

The regulations on separate invigilation are available in the JCQ Access Arrangements and Reasonable Adjustments booklet. <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

The decision to award separate invigilation is a centre decision, there is no requirement to submit an application using Access Arrangements Online and no evidence is needed to support the arrangement for inspection purposes. Separate invigilation within the centre is awarded where a candidate has a substantial and long term impairment. For example, the candidate has a long term medical condition, a long term psychological condition or long term social, emotional and mental health needs.

To award separate invigilation:

- The SENCo, or Senior Leader for Exams must be satisfied that the candidate's substantial and long term impairment has an adverse effect when they sit internal tests and mock examinations in the main examination room.
- The candidates difficulties must be well established. They must be known to relevant staff.

There may also be other reasons when separate invigilation is appropriate:

- A candidate's behaviour would have detrimental effect on other candidates
- A candidate who needs to access to a reader and would cause disruption to other candidates in the main hall
- A candidate who has access to a scribe or practical assistant

This is not an exhaustive list and all separate invigilation is at the discretion of the head of centre.

16. Access Arrangements Procedures

The Equality Act 2010 required an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment in comparison to a candidate who is not disabled. In such circumstances, the Awarding Body is required to take reasonable steps to avoid that disadvantage.

The regulations on access arrangements are available in the JCQ Access Arrangements and Reasonable Adjustments booklet. <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

An application for exam concessions to JCQ can only be made if the school can provide all of the following:

- A history of need (clear evidence of need over a period of time)
- A history of provision (what support has been provided in school over a period of time)
- A qualifying score from a recognised test carried out by a suitably qualified assessor.
- Professional reports/medical evidence
- Examples of classwork/past exam scripts.

All applications at The Snaith School will be coordinated and submitted by our SENDCo Manager, who is a qualified assessor, overseen by the SENDCo.

Access arrangements will be processed at the start of the qualification undertaken.

Access arrangements may include

- Supervised rest breaks
- Extra time
- A computer reader/human reader
- Read aloud
- A scribe

- A word processor
- A prompter
- A practical assistant
- Coloured overlays
- Coloured or enlarged papers
- Modified language papers
- A live speaker
- Alternative site arrangements
- Separate invigilation

If the SENDCo or SENDCo Manager considers the access arrangements have ceased to be the student's normal way of working, they reserve the right to withdraw permission for that access arrangement. If a student prefers not to utilise their concession, they have a right to do so.

Key

KS3 – Key stage 3 (years 7-9)

KS4 – Key stage 4 (years 10-11)

NC - National Curriculum

SLT - Senior Leadership Team

SEN - Special Educational Needs

SENDCo – Special Educational Needs Coordinator

HoY – Head of Year

AfL -Assessment for Learning

DfE – Department for Education

JCQ – Joint Council for Qualifications

LA – Local authority

ERYC – East Riding of Yorkshire Council

AHT – Assistant Headteacher

DHT – Deputy Headteacher