TRURO SCHOOL

SENIOR SCHOOL

Exam Policy

A copy of this policy is published in the following areas: The school's website
Reviewed and updated: September 2026
Date for review: February 2027
Created by: Exams officer
Reviewed by: Exams Officer and Assistant Head (Director of Studies)

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A. Purpose of the Policy

Truro School is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- all aspects of the Centre exam process is documented and other relevant exams-related policies, procedures and plans are signposted, thus

"...minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle."
[JCQ Notice to Centres – examination contingency plan/examinations policy]

- the workforce is well informed and supported
- all Centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that

"... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute"
[JCQ General regulations for approved centres (GR) 1]

- exam candidates understand the exams process and what is expected of them.

Artificial Intelligence (AI) and academic integrity.
Truro School recognises that AI tools are now widely available to staff and students. The policy therefore sets out how AI may be used appropriately in assessment contexts, how AI misuse is defined and managed, and the steps taken to ensure the authenticity of candidates' work, in line with updated JCQ and Ofqual guidance. [gov.uk]

This policy will be reviewed annually to ensure ways of working in the Centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

The Exams Officer is responsible for the annual review and any required update of this policy.

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The Senior Leadership Team is responsible for the approval and sign-off of this policy.

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B. Roles and Responsibilities overview

B1. Head of Centre

"The Head of Centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions, and the qualification specifications issued by the awarding bodies.

***The Head of Centre may not appoint themselves as the examinations officer**."* [JCQ GR 1] The Head of Centre will:

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
- General Regulations for Approved Centres (GR)
- Instructions for conducting examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AA)
- Suspected Malpractice - Policies and Procedures (SM)
- Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
- A guide to the special consideration process (SC)

The Head of Centre will ensure:

- the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- assessments within the centre and ensure compliance with the published JCQ regulations.
- Appoints a SENDco who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- *"that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and /or preparing the candidates for the examination, **is not an invigilator during the examination or onscreen test**;"* [JCQ ICE 6]

Where/if using a third party to deliver any part of a qualification (including its assessments) the centre:

- maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
- has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service

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- ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- relevant members of staff respond promptly to actions raised by the JCQ Inspection Service
- centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly or provide them with addresses/email address for awarding body examining/assessment personnel or JCQ personnel.
- confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including:
- the location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials.
- Appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of staff.
- Access to the secure room and secure storage facility is restricted to the authorised 2-6 key holders. Authorisation must only be given by the Head of Centre and the Examinations Officer.
- The relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- Appropriate arrangements are in place to ensure that confidential examinations materials are only handed over to authorised members of centre staff
- Appropriate arrangements are in place for handling secure electronic materials
- That arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff.
- That when permitted to remove question paper packets from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened. (If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)
- risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow senior leadership team to act immediately in the event of an emergency or staff absence)
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff take as all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course and after examination have taken place.
- ensure irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidence of malpractice or maladministration, involving a candidate or member of staff are reported to the awarding body immediately
- that members of staff who have relatives taking exams do not have unaccompanied access to exam materials including question papers, pre-release materials and answer scripts
- the required internal appeals procedures are in place and drawn to the attention of candidate (and where relevant) their parents/carers

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- the centre's equality policy demonstrates the centre's compliance with the relevant legislation is in place and details the processes followed in respect of identifying the reed for, requesting and implementing access arrangements
- a complaints and appeals procedure covering general complaints regarding a centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers
- the centre has a child protection/safeguarding policy is in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements
- that the centre has in place a documented process in place relating to access arrangement and reasonable adjustments
- Ensure the relevant awarding body is informed of any **Conflict of Interest where**
  1. A member of staff is taking a qualification at the centre which includes internally assessed components
  2. A candidate is being taught and prepared for a qualification which includes internally assessed components by a member of staff with a personal connection to the candidate.
- Maintains records that confirm that measures are in place to mitigate any potential risk to the integrity of the qualifications affected by the above and where a member of the exam's office have a personal connection to a candidate being entered at the centre or another centre.
- Other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials are briefed on the requirement for maintaining the integrity and confidentiality of the exam materials.

Exam Contingency plan – Appendix A

See Appendix A - *"For the academic year 2015/16, and with effect from the June 2016 examination series onwards, all Centres must have an examination contingency plan/examinations policy on file for inspection"* [JCQ Notice to Centres – examination contingency plan/examinations policy]

Internal Appeals Procedure – Appendix B

See Appendix B

- required internal appeals procedures are in place

Equality Policy

The Truro School Equality Policy is incorporated in the Accessibility Plan. This can be found on the school web site at http://www.truroschool.com/senior/about-us/policies/.

- an equality policy showing the Centre's compliance with relevant legislation is in place

B2. Exams Officer

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*"The **Examinations Officer or quality assurance co-ordinator** is the person appointed by a Head of Centre to act on behalf of the Centre in matters relating to the administration of awarding body examinations and assessments."* JCQ GR 1] The EO will:

- be familiar with the contents of annually updated JCQ publications including:
- http://www.jcq.org.uk/exams-office/general-regulations
- http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
- http://www.jcq.org.uk/exams-office/malpractice
- http://www.jcq.org.uk/exams-office/post-results-services
- be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ensure key tasks are undertaken and key dates and deadlines met
- recruit, train and deploy a team of internal/external invigilators; appoint lead invigilators, as required

B3. Senior Leadership Team (SLT)

- will be familiar with the contents, refer to and direct relevant Centre staff to annually updated JCQ publications including:
- http://www.jcq.org.uk/exams-office/general-regulations
- https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments/
- http://www.jcq.org.uk/exams-office/malpractice

• Ensure annual staff briefings (and in-year updates) on JCQ **AI Use in Assessments** and related JCQ documents (Plagiarism; Suspected Malpractice) are delivered and recorded; require staff acknowledgement of key changes each year.

• Maintain and oversee a centre **Malpractice & Irregularities Register** that includes any suspected or confirmed AI misuse and "improper assistance" cases, with status, actions, outcomes and retention in line with JCQ/Ofqual requirements. [jcq.org.uk], [gov.uk]

B4. Head of Learning Support/Specialist Teacher

- will be familiar with the contents, refer to and direct relevant Centre staff to annually updated JCQ publications including:
- http://www.jcq.org.uk/exams-office/access-arrangements-and-specialhttp://www.jcq.org.uk/exams-office/access-arrangements-and-special-considerationconsideration
- will lead on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- will present when requested by a JCQ inspector, evidence of the specialist assessor's qualification

"Evidence of the specialist assessor's qualification(s) must be held on file for inspection purposes. The documentation must be presented to the JCQ Centre Inspector by the Head of Learning Support." [JCQ Criteria for a specialist assessor]

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Note: Truro School, the head of learning support fulfils the role of the SENCo with respect to exams access arrangements

B5. Heads of Department (HoDs)

- will ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and Head of Learning Support
- will ensure teaching staff keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will ensure teaching staff attend relevant awarding body training and update events

Embed subject-specific authenticity checks (e.g., staged drafts, in-class checkpoints, viva voce/oral explanations, version history reviews) proportionate to the assessment, so teachers can be confident the work is the student's own.

• Ensure any permitted AI use within NEA/coursework is explicitly taught and consistently referenced by students; where AI is used, require students to retain a non-editable copy (e.g., screenshot) of prompts/outputs and a brief explanation of how it was used. [jcq.org.uk]

B6. Teaching Staff

- will undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and Head of Learning Support
- will keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will attend relevant awarding body training and update events

- • Accept only work that is demonstrably a student's own and investigate promptly where authenticity is in doubt (including suspected AI generation that is unacknowledged), escalating in line with JCQ **Suspected Malpractice** processes.

• Where AI is used appropriately, require clear acknowledgement/referencing; explain to students that reproducing AI-generated content, even if acknowledged, may not meet marking criteria because it does not evidence independent work.

B7. Invigilators

- will attend training, update, briefing and review sessions as required will provide information as requested on their availability to invigilate

- • Be alert to any attempts at "improper assistance" during supervised assessments/exams and follow centre and JCQ procedures for recording and reporting incidents.

B8. Reception Staff/Caretakers

- will support the EO in dealing with exam-related deliveries and dispatches with due regard to security at all times

B9. Site staff

- will support the EO in relevant matters relating to exam rooms and resources

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C. The Exam Cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

- C1 Planning
- C2 Entries
- C3 Pre-exams
- C4 Exam time
- C5 Results and post-results

This exam policy identifies the roles and responsibilities of Centre staff within this cycle.

C1. Planning

C1.1 Information Sharing

The EO will:

- inform relevant Centre staff of JCQ and awarding body documentation relating to the exam process that has been updated
- signpost relevant Centre staff to information that should be provided to candidates
- as the Centre administrator, approve relevant access rights for Centre staff using awarding body secure extranet sites

C1.2 Information Gathering

The EO will:

- undertake an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- research awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all qualifications
- produce an annual exams schedule of key tasks and key dates to ensure all external deadlines can be effectively met; inform key Centre staff of internal deadlines
- collect information on domestic exams to enable preparation for and conduct of 5th Year, Lower Sixth and Upper Sixth domestic (mock) exams

HoDs will:

- respond (or ensure teaching staff respond) to requests from the EO on information gathering
- meet the internal deadline for the return of information
- inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body

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C1.3 Access Arrangement

A member of SLT will:

- Produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

The Head of Learning Support will:

- assess affected candidates (or work with the appointed specialist assessor) to identify access arrangements requirements thereby ensuring that

*"where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the Head of Centre**"* [JCQ GR 5]

- gather **evidence of need** to support access arrangements
- liaise with teaching staff to gather evidence of **normal way of working**
- gather signed **data protection notices** from candidates where required
- with the EO, apply for **approval** through Access Arrangements Online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- keep relevant evidence on file for JCQ inspection purposes
- liaise with the EO regarding exam arrangements for access arrangement candidates
- assist EO to ensure staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ensure criteria for candidates allowed **separate invigilation within the centre** is clear, meets the requirements of JCQ access arrangements and best meets the needs of individual candidates and remaining candidates in main exam rooms

C1.4 SLT, HoDs, Teaching Staff will:

- support the Head of Learning Support in determining and implementing appropriate access arrangements

C1.5 Internal Assessment

The Head of Centre will ensure:

- an **internal appeals procedure** is in place for a candidate (or parent/carer) to appeal against an internal assessment decision
- a policy for the **management of controlled assessment** is in place, identifying staff responsibilities and examining potential risks

C1.5a Authenticity & Appropriate Use of AI (NEA/coursework/portfolios)

To protect assessment integrity and fairness, the centre will implement proportionate measures that help teachers authenticate students' work while supporting learning:

- **Taught expectations & referencing:** Students receive explicit instruction on appropriate AI use, how to reference any AI-supported contribution, and how to evidence independent work.

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- **Staged production:** Use of draft checkpoints, plan-review-final cycles, supervised in-class writing segments, and version histories (where feasible).
- **Oral explanation:** Short viva voce or reflective commentary may be used to confirm understanding for substantial submissions.
- **Source checking:** Teachers sample sources, check feasibility of methods, and review candidate style consistency over time. Where tools are used to detect similarity/AI-like features, they are treated as **one indicator only**, with holistic professional judgement applied. [jcq.org.uk],
- **Private candidates:** Follow JCQ guidance on authenticating private candidates' work. [aqa.org.uk]

Non-Examination Assessment Policy – Appendix C

See Appendix C

- irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

SLT will ensure:

- teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set, conduct, mark and authenticate candidates' work
- a process of internal moderation and standardisation is in place

HoDs will ensure:

- teaching staff delivering GCSE qualifications follow instructions for conducting controlled assessments and subject specific information where provided by the awarding body
- teaching staff delivering GCE, Entry Level or Project qualifications follow instructions for conducting coursework http://www.jcq.org.uk/exams-office/coursework and subject specific information where provided by the awarding body
- for other qualifications, teaching staff follow appropriate instructions issued by the awarding body

Teaching staff will ensure:

- appropriate instructions for conducting internal assessment are followed
- candidates are aware of JCQ or awarding body information for candidates on producing work that is internally assessed

C1.6 Invigilation

The EO will:

- provide an annual training event for new invigilators and an update event for invigilators in the conduct of exams

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- ensure invigilators supervising access arrangement candidates understand their role and the rules and regulations of the access arrangement(s)

C2.1 Entries

The term ‘entries’ is used to describe entry/registration information for internally and externally assessed components, and certification of qualifications against which a result will be reported.

C2.2 Estimated Entries

The EO will:

- request estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met

Estimated Entries Collection and Submission Procedure
Estimated entries are collected via email (the EO will send out a form to HODs to complete at the start of the new academic year). The EO will then submit estimated entries to the relevant exam boards using the boards’ standard procedures (secure websites) to meet the relevant deadlines HoDs will:

- provide information requested by the EO to the internal deadline
- inform the EO immediately of any subsequent changes to information

C2.3 Final Entries

The EO will:

- request final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- inform HoDs of subsequent deadlines for making changes to final entry information without charge
- confirm with HoDs final entry information that has been submitted to awarding bodies
- ensure as far as possible that entry processes minimise the risk of entries or registrations being missed and reduce the potential for late or other penalty fees being charged by awarding bodies

Final Entries Collection and Submission Procedure.
The EO will set up entry mark sheets in SIMS for all relevant subjects. Ad hoc entries will also be made as necessary upon permission of the Deputy Head. HODs will check their entry mark sheets on SIMS, make any amendments as necessary and then email the EO to confirm the entries are correct and complete by the deadline given. Once the EO has received an email from a HOD to confirm their entries are ready to be submitted an entry file will be generated in SIMS Examiner and sent to the relevant exam board via A2C software. This will be completed within good time to avoid late entry fees.

HoDs will:

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- provide information requested by the EO to the internal deadline
- inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes:
- changes to candidate personal details
- amendments to existing entries
- withdrawals of existing entries
- check final entry submission information provided by the EO and confirm information is correct

C2.4 Entry Fees (including re-sits)

- We charge an estimated 50% of the core exams on the Spring Term bills, and the final 50% on the Summer Term bills along with the balance of the additional option subjects.
- Any additional fees resulting from late entries or late amendments will either be re-charged to the relevant department or added to the student's school bill Late entries will only be made by the EO once it has been determined who is going to pay for theadditional charges (Deptartment or student).

C2.5 Late entries

The EO will:

- clearly communicate entry deadlines to minimise the risk of late entries
  charge any late or other penalty fees to departmental budgets or students as relevant

HODs will:

- minimise the risk of late entries by
- following procedures identified by the EO in relation to making final entries on time
- meeting internal deadlines identified by the EO for making final entries

C2.6 Private Candidates

- Private candidates will only be accepted if they are former pupils of the school wishing to re-sit exams. A form will be sent to any students wishing to be entered as private candidate. Once this form and payment have been received, entries will be made. It is made clear that entries will not be processed unless and until payment has been received. Information including timetables and code of conduct will be issued to all private candidates before their exams start.

C2.7 Candidate Statements of Entry

The EO will:

- provide candidates with statements of entry for checking

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Tutors will:

- ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates will:

- confirm entry information is correct or notify the EO of any discrepancies in a timely manner

C3. Pre-exams

C3.1 Access Arrangements

The Head of Learning Support will:

- ensure candidates are informed of the access arrangements that are in place for their exams and assessments

C3.2 Briefing Candidates

Before exams the EO and/or member of the SLT will:

- issue individual exam timetable information to candidates including clash arrangements
- issue relevant JCQ information for candidates (via the school website)
- where relevant, issue awarding body information to candidates
- issue centre exam information to candidates (Exam Handbook) which will include information on:
- arriving late for an exam
- absence or illness during exams
- exam equipment and unauthorised items
- code of conduct
- when results and certificates will be issued
- the post-results services process
- Issue JCQ's *AI and assessments: quick guide for students* and centre guidance on permitted AI use, AI misuse and referencing expectations. [aqa.org.uk]

C3.3 Dispatch of Exam Scripts

The EO will

- identify and confirm arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

C3.4 Estimated Grades

HoDs will:

- ensure teaching staff provide estimated grade information to the EO to the internal deadline (where this still may be required by the awarding body) The EO will:
- submit estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)

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- keep a record to track what has been sent

C3.5 Internal assessment

HoDs will ensure:

- teaching staff provide marks for internally assessed components of qualifications to the EO to the internal deadline
- teaching staff authenticate candidates' work as per awarding body requirements
- teaching staff provide required samples of work for moderation to the EO to the internal deadline

The EO will:

- oversee the submission of marks and samples to awarding bodies/moderators to meet the external deadline
- keep a record to track what has been sent
- log moderated work returned to the centre
- ensure teaching staff are aware of the guidelines in terms of retention and subsequent disposal of candidates' work
- authenticate their work as required by the awarding body

C3.6 Invigilation

The EO will:

- hold regular training sessions for all invigilators
- deploy invigilators effectively to exam rooms throughout an exam series
- allocate invigilators to exam rooms as per the required ratios
- liaise with the Head of Learning Support regarding the facilitation and invigilation of access arrangement candidates

The Head of Learning Support will:

- liaise with the EO regarding facilitation and invigilation of access arrangement candidates Invigilators will:
- provide information as requested on their availability to invigilate throughout an exam series

C3.7 JCQ Inspection Visit

A member of SLT or the EO will

- be prepared *"to accompany the Inspector **throughout** the course of his or her Centre visit, including inspection of the Centre's secure storage facility."* [JCQ ICE Introduction]

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C3.8 Seating and Identifying Candidates in Exam Rooms

The EO will:

- ensure a procedure is in place to verify candidate identity

Verifying Candidate Identity Procedure

- Every student is identified by their individual photo ID candidate cards which are placed on their desks, according to the seating plan, before each exam. Heads of Year may also be in the exam room at the start of the exam to verify the identity all candidates if appropriate
- ensure that invigilators are aware of the procedure
- provide seating plans for exam rooms as per JCQ and awarding body requirements

Invigilators will:

- follow the procedure for verifying candidate identity provided by the EO
- seat candidates in exam rooms as instructed by the EO/in the seating plan

C3.9 Security of Exam Materials

The EO will:

- have a process in place to record confidential materials delivered to the Centre and issued to authorised staff
- have in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- receive, check and securely store question papers and other exam materials as per JCQ and awarding body requirements

Caretaker/Reception staff will:

- follow the process to record confidential materials delivered to the Centre and issued to authorised staff

Teaching staff will:

- adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential

C3.10 Timetabling and Rooming

The EO will:

- produce a master centre exam timetable for each exam series
- identify and resolve candidate exam clashes

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- identify exam rooms and specialist equipment requirements
- allocate invigilators to exam rooms as per the required ratios
- liaise with site staff to ensure exam rooms are set up as per JCQ and awarding body requirements
- liaise with the Head of Learning Support regarding rooming of access arrangement candidates

The Head of Learning Support will:

- liaise with the EO regarding rooming of access arrangement candidates

Site staff will:

- liaise with the EO to ensure exam rooms are set up as per JCQ and awarding body requirements

C3.11 Transferred Candidate Arrangements

The EO will:

- liaise with the host or entering Centre, as required
- process requests to the awarding body deadline
- where relevant (for an internal candidate) inform the candidate of the arrangements that have been made for their transferred candidate arrangements

C3.12 Domestic Exams

The following is specifically related to our mock exams and the L6 Domestic Exams(Spring Term).The EO will:

- prepare for the conduct of domestic exams under external conditions
- provide a Centre exam timetable of subjects and rooms
- provide seating plans for exam rooms where possible
- request internal exam papers from teaching staff
- arrange invigilation

Note: For the Summer term 4th Year and L6th, the running of these domestic exams will be delegated to the Assistant Head: Director of Studies, supported by the School Administrative Team.

The Head of Learning Support will:

- liaise with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff will: provide exam papers and materials to the EO

- support the Head of Learning Support in making appropriate arrangements for access arrangement candidates

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C4. Exam Time

C4.1 Access Arrangements

The EO will:

- provide cover sheets for access arrangement candidates' scripts where required for particular access arrangements
- have a process in place to deal with emergency access arrangements as they arise at the time of exams
- apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

C4.2 Clash of Exams

The EO will;
Communicate to candidates any clash of exams and provide an amended timetable in line with JCQ regulations. Timetable variations cannot be made for work experience, a school function or closure, a field trip, sporting events below international level, holidays and weddings, a candidate's personal arrangements, a clash between papers of different awarding bodies or specifications in the same subject at the same level. Candidates who take an examination in an alternative session must be supervised between exams and not have any contact with any candidate who has sat the examinations, is not permitted access to any electronic communication or storage devices or be coached by a member of staff.
If candidates are timetabled to sit two or more examinations in the same session and the total duration is three hours or less, all examinations must be sat within the timetabled session

If candidates are sitting two or more examinations in the same session and the total is over three hours, the centre can conduct one examination in an earlier or later session within the same day. The candidate will be need to be under centre supervision between examinations

C4.3 Overnight Supervision due to a clash of exams

Overnight supervision may be an option when candidates have been entered for multiple examinations (three or more) that are timetabled for the same day and the total number of hours are:

GCSE: more than five and a half hours including approved extra time allowances/supervised rest breaks
GCE: more than six hours including approved extra time allowances/supervised rest breaks

Overnight supervision must only be applied for as a last resort. This allows the candidate to take an examination the following morning due to eligible overnight supervision arrangements at the discretion of the centre.

- The Head of Centre must be satisfied with any arrangements made for the candidate and must ensure; The correct procedure is followed
- Appropriate arrangements are in place
- Candidates, and/or parent's/carers understand when, or indeed if, appropriate arrangements can/will be made

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The EO will;
Communicate to candidates the arrangements for the timetable variation and provide all JCQ forms to be completed for overnight supervision along with providing the JCQ Guidance notes for overnight supervision of candidates with a timetable variation for the academic year 2024/25

The centre must rearrange any examination that cannot be taken in the scheduled afternoon session for the following morning. If an examination is deferred from a Friday afternoon it must be taken on the following morning i.e. Saturday.

Notify the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and /or the application of sanctions/penalties.

The HOC must;
- be satisfied that the arrangements maintain the integrity and security of the examination.
- Keep all completed overnight supervision forms available for inspection until the deadline for reviews/marking has passed or any other malpractice/results enquiry has been completed.
- Inform the relevant awarding body immediately of any know or suspected contravention of the arrangements for overnight supervision.

C4.4 Candidate Absence

Candidate Absence Policy
For external exams the EO will be contacted or chase up any late or absent candidates at the start of the exam. Depending on the circumstances a plan will be put in place for each individual situation to be agreed with the candidate. For internal exams, the EO will advise HODs of any students who are absent. These will then either be picked up in a mop-up session run at the end of the internal exam session or, if this is not possible, will be picked up by the HOD.

Invigilators will:
- be informed of the policy/process for dealing with absent candidates through training
- ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates will:
- be charged relevant entry fees for unauthorised absence from exams

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C4.5 Candidate Behaviour

See Exam Handbook published on the school website at the start of each Summer exam series. This document is updated annually by the Assistant Head (Director of Studies) and EO.

C4.6 Candidate Belongings

See Exam Handbook published on the school website (at the start of each exam series).

C4.7 Candidate Late Arrival

The EO will:

3. ensure that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place

- warn candidates that their work may not be accepted by the awarding body

Invigilators will:

- be informed of the policy/process for dealing with late/very late arrival candidates through training ensure that relevant information is recorded on the exam room incident log

C4.8 Candidate Late Arrival Policy

Detailed in the Exam Handbook published on the school's website.

C4.9 Conducting Exams

The Head of Centre will:

- ensure venues used for conducting exams meet the requirements of JCQ and awarding bodies

The EO will:

- ensure exams are conducted as per JCQ and awarding body instructions

C4.10 Dispatch of Exam Scripts

The EO will:

- dispatch scripts as instructed by JCQ and awarding bodies
- keep appropriate records to track dispatch

C4.11 Exam Papers and Materials

The EO will:

- organise exam question papers and associated confidential resources in date order in secure storage
- attach erratum notices received to relevant exam question paper packets
- collate attendance registers and examiner details in date order
- regularly check mail or inbox for updates from awarding bodies

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C4.12 Exam Rooms
The Head of Centre will:

- ensure only approved Centre staff are present in exam rooms
- ensure that information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

C4.13 Food and Drink in Exam Rooms
See Exam Handbook.

C4.14 Exam Rooms

The EO will:

- ensure exam rooms are set up as required in the regulations
- provide invigilators with appropriate resources to effectively conduct exams
- ensure sole invigilators have an appropriate means of summoning assistance
- ensure invigilators understand how to deal with candidates who may need to leave the exam room temporarily

SLT will:

- ensure a documented emergency evacuation procedure is in place

C4.15 Emergency Evacuation Procedure - See Appendix D
The EO/Head Invigilator will

- ensure exam rooms are set up as instructed by JCQ and awarding bodies
- provide authorised exam materials which candidates are not expected to provide themselves
- brief invigilators on exams to be conducted on a session by session basis
- ensure invigilators and candidates are aware of the emergency evacuation procedure

Site staff will:

- ensure exam rooms are available and set up as requested by the EO
- ensure grounds or Centre maintenance work does not disturb exam candidates in exam rooms
- ensure fire alarm testing does not take place during exam sessions

Invigilators will:

- conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates will:

- be required to remain in the exam room for the full duration of the exam unless asked to leave as a result of an emergency evacuation.

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- not communicate with other students during an emergency evacuation

C4.16 Irregularities

The Head of Centre will:

- ensure any cases of suspected malpractice (by Centre staff, candidates, invigilators) are investigated and reported to the awarding body as required

• All suspected or confirmed cases (including **improper assistance** and AI misuse) are logged in the centre **Malpractice & Irregularities Register** and, where required, reported to awarding bodies using the appropriate JCQ forms, with outcomes updated on receipt.

C4.17 Managing Behaviour

See the Exams Handbook

SLT will:

- ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

The EO will:

- provide an exam room incident log in all exam rooms for recording any incidents or irregularities
- action any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators will:

- record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or Centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

C4.18 Malpractice

• All suspected or confirmed cases (including **improper assistance** and AI misuse) are logged in the centre **Malpractice & Irregularities Register** and, where required, reported to awarding bodies using the appropriate JCQ forms, with outcomes updated on receipt.

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C4.19 Special Consideration

The EO will:

- process appropriate requests for special consideration to awarding bodies
- gather evidence which may need to be provided by other staff in Centre or candidates
- submit to awarding bodies to the external deadline

Candidates will:

- provide appropriate evidence to support special consideration requests, where required

C4.20 Unauthorised Materials

Arrangements for unauthorised materials taken into the exam room:

- Unauthorised materials will be put into a numbered envelope with the corresponding number being given to the student. Envelopes will then be taken to the school office for students to collect at the end of the exam. Students can also hand in such items straight to the school office before the exam using the same numbered envelope process.

Invigilators will:

- be informed of the arrangements through training

C4.21 Domestic Exams

The EO will:

- brief invigilators on conducting domestic exams
- return candidate scripts to teaching staff for marking

Invigilators will:

- conduct domestic exams as briefed by the EO

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C5. Results and Post-Results

C5.1 Internal Assessment

HoDs will ensure:

- teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- work is returned to candidates or disposed of according to the requirements

C5.2 Managing Results Day(s)

SLT will:

- identify Centre staff who will be involved in the main Summer results day(s) and their role

Site staff will:

- ensure the Centre is open and accessible to Centre staff and candidates, as required

C5.3 Accessing Results

The EO will:

- inform candidates in advance of when and how results will be released to them (via Exam Handbook)
- set up an exam embargo to ensure the security of results on restricted release days
- confirm with Deputy Head who will be allowed access to results on restricted release days
- access results from awarding bodies under restricted release of results, where this is provided by the awarding body
- resolve any missing or incomplete results with awarding bodies
- issue statements of results to candidates on publication of results
- provide summaries of results for relevant centre staff on publication of results

C5.4 Post-Results Services

The EO will:

- provide information to candidates and staff on the services provided by awarding bodies and the fees charged
- publish internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- provide a process to record requests for services and collect candidate informed consent and fees where relevant
- submit requests to awarding bodies to meet the external deadline
- track requests to conclusion and inform candidates and relevant Centre staff of outcomes
- update Centre results information, where applicable

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- • Where malpractice outcomes are confirmed by the awarding body, update the centre Register and underlying assessment records to reflect the offence type (e.g., *improper assistance*), penalties/sanctions, and retention period, in line with JCQ/Ofqual data expectations. [gov.uk]

The Head of Centre will:

- ensure an **internal appeals procedure** is available where candidates disagree with the Centre decision not to appeal against the outcome of an enquiry about results

Teaching staff will:

- meet internal deadlines to request the services and gain relevant candidate informed consent
- identify the budget to which fees should be charged if relevant

Candidates will:

- meet internal deadlines to request the services
- provide informed consent and fees, where relevant

C5.5 Analysis of Results

Following the publication of results, the EO will:

- provide analysis of results to appropriate Centre staff
- provide results information to external organisations where required
- undertake the Key Stage 4/16-18 Performance Tables checking exercise

C5.6 Certificates

Certificates are provided to Centres by awarding bodies after results have been confirmed. The process for issuing certificates to candidates is:

Issue of Certificates Procedure

The EO will manage the arrival and sorting of certificates into named envelopes (to be provided by school office). Once certificates are ready for collection a communication will be sent to former and current students requesting that they collect their certificates from the school office. All certificates must be signed for using the relevant form available in the school office. For students who live out of county the EO will arrange for certificates to be posted 'signed for'. The EO will communicate with these students directly regarding this process including giving students an opportunity to request their certificates be posted to a location other than their home address on SIMS (for example an overseas student studying at a UK university).

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Candidates may:

- arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation.

Retention of Certificates Policy
Unclaimed certificates will be held on the student's school file. JCQ stipulates that certificates need only be retained by the centre for one year after the date of certification.

Review
The EO will:

- review the exam year with their manager during the appraisal process, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- receive and evaluate feedback from staff, candidates and invigilators to inform review

The EO's manager will:

- work with the EO to produce a plan to action any required improvements identified in the review

Retention of Records
The EO will:

- keep records as required by JCQ and awarding bodies for the required period.
- keep records as required by the Centre's records management policy
- provide an exam archiving procedure that identifies information held, retention period and method of disposal

Exam Archiving Procedure – Appendix E

The exam archiving procedure identifies information held, retention period and method of disposal.

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D. Appendices

Appendix A – Exam Contingency Plan
Appendix B – Internal Appeals Procedure
Appendix C – Non-Exam Assessment Policy
Appendix D – Emergency Evacuation and Lockdown Procedure
Appendix E – Exam Archiving Procedure
Appendix F – Word Processor Use in Exams
Appendix G – Whistleblowing Policy (Exams)
Appendix H – Escalation Policy (Exams)
Appendix I – Exam Malpractice Policy

E. Beyond the scope of this policy

The following required policies are considered beyond the scope of the exam policy.

Child Protection & Safeguarding Policy
The Truro School Child Protection & Safeguarding Policy can be found on the school web site at http://www.truroschool.com/senior/about-us/policies/

Data Protection Policy
The Truro School Data Protection Policy can be found on the school web site at http://www.truroschool.com/senior/about-us/policies/

Recruitment and Selection Policy
The school's written policy on DBS (Disclosure and Barring Service) clearance is contained in the Recruitment and Selection Policy, which is published on the school intranet at http://intranet/ASS/General%20Info/policies/employment/

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APPENDIX A - Exam Contingency Plan

A. Purpose of the Policy

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

Alongside internal processes, this plan is informed by 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 have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle"*

B. Causes of Potential Disruption to the Exam Process and Centre Actions to Mitigate Disruption

B1. Exams 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 including:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams schedule 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

- exam timetabling, rooming allocation; and invigilation schedules not prepared

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- 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 <u>Centre actions:</u>
- To appoint an Exams Assistant who will work alongside the EO throughout the academic year who can identify and complete crucial tasks during the period of EO absence in order to ensure the exams process runs smoothly.
- The EO to ensure that a yearly exams schedule highlighting key tasks is available to the Exams Assistant and EO line manager.
- The EO to ensure that the Exam Day Action Plan is reviewed and updated annually. This will be used should the EO be absent when exams are running.
- The EO to ensure the Head Invigilator is fully briefed before and during the exam period so that she can take over the running of an exam day should the EO be absent when exams are running.
- Centre teaching staff may need to be assigned to cover invigilation duties if the Lead Invigilator/Exams Office Assistant needs to take over the EO role on an exam day.

B2. Head of Learning Support Extended Absence at Key Points in the Exam Cycle

<u>Criteria for Implementation of the Plan</u>

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
- 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
- staff providing support to access arrangement candidates not allocated and trained
- Exam Time

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- access arrangement/candidate support not arranged for exam rooms

Centre Actions:
To contact Lizzie Flower (former Head of Learning Support) who would be able to pick up the key activities needed to ensure Learning Support exam related activities are undertaken during extended absence of current Head of Learning Support.

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B3. Teaching Staff Extended Absence at Key Points in the Exam Cycle

Criteria for implementation of the plan of asks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the EO 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:

Cover will always be provided for HODs with an extended absence, either from within a department, from within a faculty, by recruitment or from SLT. This may either be through SLT formally appointing an acting HOD, by assigning the role to the deputy in department or through the line manager clearly identifying responsible staff. In departments with a single teacher, this role may be performed by a member of SLT or another HOD from within the same faculty.

B4. 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:

- The Centre will allocate teaching staff to cover any last minute or emergency invigilation requirements via the normal staff cover process.
- The EO will ensure all external invigilators receive initial training on appointment plus an annual update to ensure they are familiar with any changing JCQ/awarding body requirements.

EO to review invigilation requirements and flag up any shortages to their line manager at the beginning of the academic year.

B5. Exam Rooms - Lack of Appropriate Rooms or Main Venues Unavailable at Short Notice

Criteria for implementation of the plan

- EO 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:

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- The EO will ensure that all rooming requirements are identified well in advance of each exam season and that any issues with rooming are raised with their line manager in order that they can be resolved before the exam season starts.

If the main exam venue is unavailable alternative accommodation will be considered and made available as necessary including the Gym, SBASC or Heseltine Gallery.

B6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions:

- Minimise the chance of failure by keeping software up to date, maintaining backups, maintaining virus checkers, monitoring software performance and using industry-standard software (SIMS). Perform trials where test uploads and downloads are possible. Install two broadband lines to maintain internet connection.
- Recovery after failure through provision of in-school technical support, from the SIMS staff (School Administrator, Front Office Team or Assistant Head: Director of Studies) and from the Network Manager's Team. Continued payment for support contracts with SIMS and RM.

Recovery from catastrophic failure by taking daily backups.

B7. Disruption of Teaching Time – 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:

- The school has a disaster management plan, which would be used in case of a major problem such as fire, flooding, plague etc
- Alternative locations for sitting exams in an emergency exist on-site and in the Prep School, such as the Gallery, Prep Sports Hall and SBASC

Use of Schoolcomms, Everest, Portal, VLE and Cloud Computing (Office 365) for communication with pupils who are unable to get into school and provision of learning resources.

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B8. 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

Centre actions:

- The EO will communicate with the relevant awarding organisation as soon as possible to make them aware of the issue.

The Head of Centre will communicate with parents, carers and candidates regarding the agreed solution to the issue.

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B9. 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

Centre actions:

- The EO will inform each awarding organisation as soon as possible if the Centre is unable to open during an exam period.

Possible alternative sites will be considered including the Prep School and Penair School, TR1 1TN.

B10. 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

Centre actions:

- The EO will contact the relevant awarding organisation to arrange delivery of papers to the Prep School site if they cannot be received at the Senior School site.

The EO will ensure the Prep School are aware of the necessary arrangements for secure storage of exam papers.

B11. Disruption to the Transportation of Completed Examination Scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

The EO will communicate with the relevant awarding organisations to resolve the issue as soon as possible (for exams, taking papers to the local Royal Mail collection point).

B12. 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

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Centre actions:

The Head of Centre will communicate this immediately to the relevant awarding organisations and subsequently to students and their parents or carers.

B13. 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

Centre actions:

The EO will contact the awarding organisations about alternative options for distribution of results.

Causes 7-13 – 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

C. 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-waleshttps://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-irelandand-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-thehttps://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-irelandexamination-system-in-england-wales-and-northern-ireland

JCQ
General regulations
http://www.jcq.org.uk/exams-office/general-regulations

Guidance on alternative site arrangements http://www.jcq.org.uk/exams-office/forms

Instructions for conducting examinations
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

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

GOV.UK
Emergencies and severe weather: schools and early years settings
https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings

Teaching time lost due to severe weather conditions
https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weatherhttps://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditionsconditions/teaching-time-lost-due-to-severe-weather-conditions

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

APPENDIX B - Internal Appeals Procedure

A. Purpose of the Policy

The internal appeals procedures for Truro School have been produced to demonstrate compliance with the following:

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

Controlled Assessments, Coursework and Portfolios of Evidence
5.8 The Centre agrees to have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A Centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

Post-Results Services and Appeals
5.14 The Centre agrees to have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a Centre decision not to support an enquiry about results or an appeal; (A Centre may place

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its internal appeals procedure on the school/college website or alternatively the document may be made available to candidates upon request.)

B. Appeals Procedure Against Internal Assessment Decisions

Truro School is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by nominated staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled. All appeals must follow the procedure detailed below.

Note - appeals may only be made against the marking/assessment process not against the mark submitted by the Centre for moderation by the awarding body.

- Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the Summer exam series)
- Appeals should be made using the **internal appeals form** (Appendix A) completed by the candidate (or parent/carer)
- The Head of Centre will appoint a member of the Senior Leadership Team, who has no involvement in the assessment process for that subject to conduct the investigation
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents
- The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures
- The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

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After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between Centres. The moderation may lead to mark changes. This process is outside the control of Truro School and is not covered by this procedure.

B2. Appeals Procedure Against Centre Decisions not to Support an Enquiry about Results

Following the issue of results, the general qualification awarding bodies offer post results services. Details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer.

The service, Enquiries about Results (EARs), may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the EO, teaching staff and Head of Centre will investigate the feasibility of requesting an enquiry at the Centre's expense.

Candidates may also choose to pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf once the relevant form and payment has been received by the exams officer (by the deadline given).

B3. Appeals Procedure Following the Outcome of an Enquiry about Results

Where the Head of Centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-*results services* http://www.jcq.org.uk/exams-office/post-results-services and *A guide to the awarding bodies' appeals processes* http://www.jcq.org.uk/exams-office/appeals

Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the Centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the Centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the Head of Centre's decision, this will allow the Centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the Centre.

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Appendix A Internal Appeals Form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

☐ **an internal assessment decision**

☐ **the outcome of an enquiry about results**

Name of appellant		**Candidate name** *if different to appellant*	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the Centre for moderation by the awarding body.

Signature: **Date of signature:**

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Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature: **Date of signature:**

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the Head of Centre, to the timescale indicated in the internal appeals procedure.

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APPENDIX C – Non-Exam Assessment Policy

A. Purpose of the Policy

The purpose of this policy is to:

- identify staff responsibilities in planning and managing GCE and GCSE non-examination assessments at Truro School
- examine potential risks and issues relating to the implementation of non-examination assessments for GCE and GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions

This policy complies with JCQ's 2024/25 General Regulations 5.8 in that the Centre is required to *"have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCE and GCSE non-examination assessments".*

This policy does not cover specific instructions for conducting non-examination assessments which are provided by JCQ and awarding bodies.

B. Roles and Responsibilities Overview

B1. Senior Leadership Team

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, begin coordinating with heads of department/subject to schedule non-exam assessments. (It is advisable that non-exam assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
- clashes/problems over the timing or operation of non-exam assessments
- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for non-examination assessments

B2. Heads of Department

- Decide on the awarding body and specification for a particular GCE and GCSE
- Standardise internally the marking of all teachers involved in assessing an internally assessed component

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- Ensure that individual teachers fully understand their responsibilities with regard to nonexamination assessment
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements

B3. Teaching Staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the EO details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Ensure live non-examination assessments, including controlled assessments and coursework are secure and confidential at all times and that live work of candidates is not shared with other candidates.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
- Ask the Head of Learning Support for any assistance required for the administration and management of access arrangements.

B4. Exams Officer

- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use.
- **In exceptional circumstances** where non-exam assessments cannot be conducted in the classroom, arrange suitable accommodation where non-exam assessments can be carried out at the direction of the senior leadership team.

B5. Head of Learning Support

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- Ensure access arrangements have been applied for
- Work with teaching staff to ensure requirements for support staff are met

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C. Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Timetabling			
Non-exam assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Deputy Head
Too many non-exam assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Deputy Head
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Head of Department
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of Department

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Head of Department/ Exams Officer
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Head of Department/ Exams Officer/IT Department
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Head of Department/ Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Department

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Head of Department
Supervision			
Teaching staff do not understand that the supervision of non-exam assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Head of Department
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Head of Department/ Exams Officer

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Head of Department
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Department
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Head of Department/ Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of Department/Exams Officer

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Head of Department
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Head of Department
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Head of Department

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Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Head of Department

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	***Action***	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Head of Department/ Exams Officer
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Head of Department/ Exams Officer

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APPENDIX D - Exam Emergency Evacuation and Lockdown Procedure

A. Procedure for Evacuation of Main Exam Halls (Fencing Centre, Heseltine Gallery and C3)

In the event of an emergency evacuation of an exams room for events such as:

- Fire/Fire alarm
- Bomb alert
- Any other emergency which requires an evacuation of an exams room

Invigilators at Truro School have been informed that they must take the following action (in accordance with JCQ Instructions for conducting examinations (ICE) regulation 18: Emergencies):

- Stop the candidates from writing and make a note of the time on the exam incident log
- Ensure invigilators mobile phone is switched on but in silent mode ready to receive a call from the EO
- Ask the students to remain silent and seated whilst the immediate area is checked for signs of smoke or flames
- If in doubt, the room must be evacuated immediately
- If checks indicate there is no imminent danger await further information from the EO.
- If a call has not been received within one minute of the alarm sounding the caretaker must be called on 07763 331929.
- If contact with the caretaker has not been made within 2 minutes of the alarm sounding the room must be evacuated
- If a call confirms that the room does not need to be evacuated wait one minute after the fire alarm has stopped before re-starting the exam. Before re-starting, explain to the candidates that they will be given the full time allowance for their exam and write the new finish time on the white board. All details must be put on the exam incident log

If evacuation is required:

- Collect the attendance register (in order to ensure all candidates are present) and lead invigilators mobile phone
- Evacuate the examination room in line with the instructions given by the EO or member of SLT
- Advise candidates to leave all belongings question papers and scripts in the examination room
- 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
- Inform candidates they must leave the room in silence a row at a time in single file with an invigilator between every 30 students.

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- Ensure exam papers are secure by locking/securing all doors.
- Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Escort candidates from the nearest exits and congregate on the roadway outside the fencing centre or the grass outside the Heseltine (below the Graham-Smith block) or the edge of the car park near to C3. When instructed, supervise the return of candidates to the exam room.
- Make a note of the time of the interruption and how long it lasted on the exam incident log.
- Allow the students to be seated and settle before re-starting the exam allowing the candidates the full working time set for the examination and write the new finish time on the whiteboard.
- Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body.

C. Procedure for Evacuation of Individually Accommodated students

- Stop the candidates from writing and make a note of the time on the exam incident log.
- Ensure invigilators mobile phone is on but in silent mode ready to receive a call from the EO.
- Ask the students to remain silent and seated whilst the immediate area is checked for signs of smoke or flames
- If in doubt, the room must be evacuated immediately
- If checks indicate there is no imminent danger await further information from the EO.
- If a call has not been received within one minute of the alarm sounding the caretaker must be called on 07763 331929.
- If contact with the caretaker has not been made within 2 minutes of the alarm sounding the room must be evacuated
- If a call confirms that the room does not need to be evacuated wait one minute after the fire alarm has stopped before re-starting the exam. Before re-starting, explain to the candidates that they will be given the full time allowance for their exam and write the new finish time on the white board. All details must be put on the exam incident log

If evacuation is required:

- Collect the attendance register (in order to ensure all candidates are present) and lead invigilators mobile phone
- Evacuate the examination room in line with the instructions given by the EO or member of SLT
- Advise candidates to leave all belongings question papers and scripts in the examination room
- 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.
- Inform candidates they must leave the room in silence a row at a time in single file with an invigilator between every 30 students.
- Ensure exam papers are secure by locking/securing all doors.
- Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.

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- Escort candidates from the nearest exits and congregate on the nearest safe outside space.
- Make a note of the time of the interruption and how long it lasted on the exam incident log.
- Allow the students to be seated and settle before re-starting the exam allowing the candidates the full working time set for the examination and write the new finish time on the whiteboard.
- Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body.

FIRE ASSEMBLY POINTS FOR EXAM CANDIDATES

Students taking exams in the **Fencing Centre** should leave via the nearest exits and assemble on Austin Avenue (marked **A** on the map) or move to a safer venue if required.

Students taking exams in the **Heseltine Gallery or Studio** should exit via the external fire exit and assemble on the grass beside Austin Avenue (marked **B** on the map)

Students taking exams in **C3** should exit via the external fire exit and assemble on the SBA car park Avenue (marked **C** on the map)

Students taking exams **on their own in other rooms** should exit via the external fire exit and assemble at the nearest safe outside space. B

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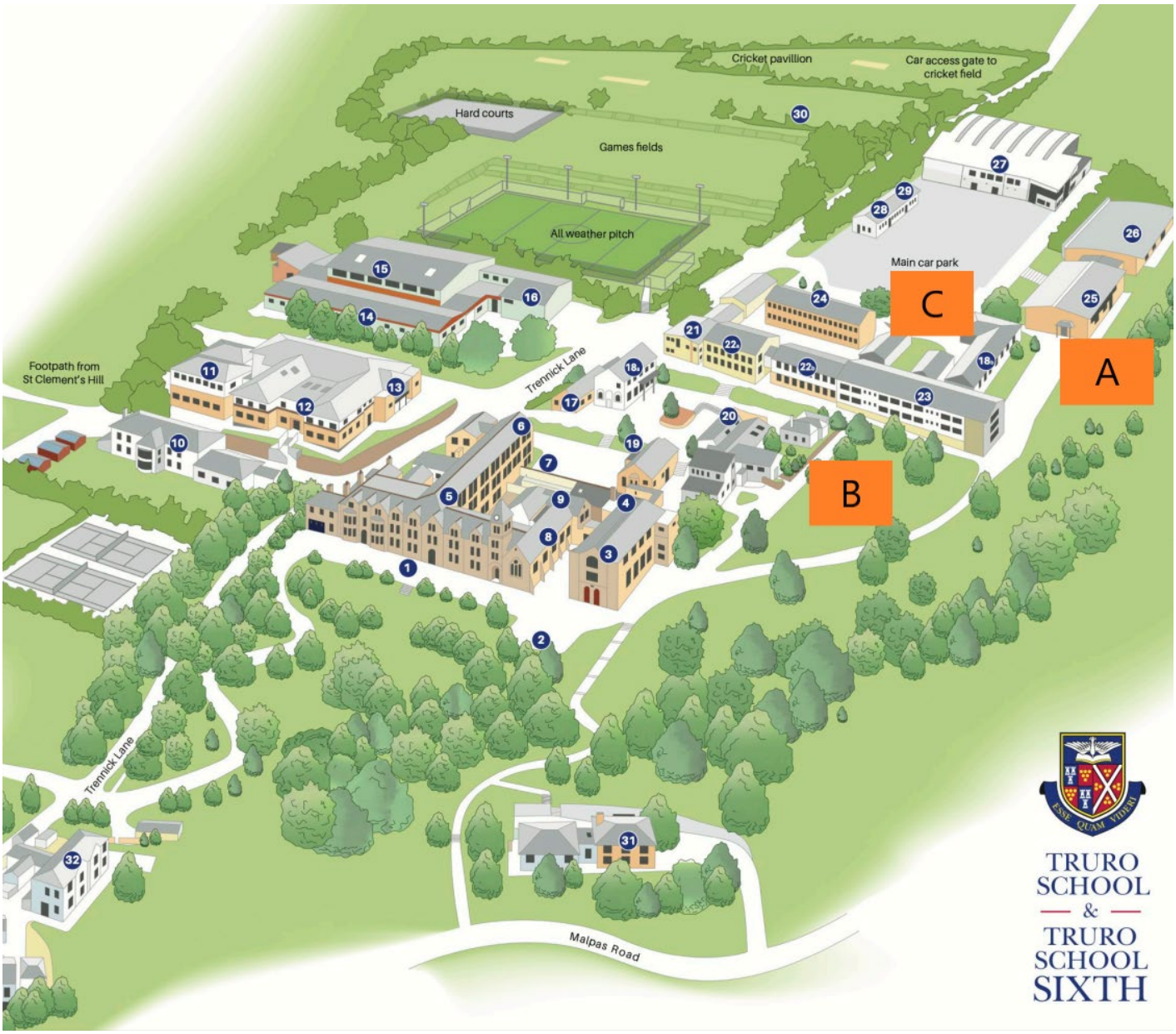

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In the Event of Lockdown During Exams.

Should a Lockdown occur whilst an exam is in progress, the school's Lockdown procedure must be followed by students and invigilating staff;

- Everyone inside a building should remain in the exams room and get to a safe place
- Invigilators must instruct students to stop writing and take note of the time at which the exam was stopped.
- Invigilators must instruct students to not communicate with anyone other than the invigilator unless absolutely necessary
- Invigilators must follow all general procedures for lockdown and inform students to wait for further instruction.
- If the exam should be continued, the end time of the exam should be adjusted to incorporate the time that elapsed during the lockdown.

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APPENDIX E - Exam Archiving Procedure

A. Purpose of the Procedure

This procedure identifies the information held in respect to external examinations, the retention period and method of disposal.

B. Roles and Responsibilities Overview

B1. Heads of Department

- Ensure that all exam related information in the department is held for the appropriate length of time, in appropriate storage and then disposed of correctly.

B2. Teaching Staff

- Understand and comply with the exam archiving procedure.

B3. Exams Officer

- Understand and comply with the exam archiving procedure.

B4. Head of Learning Support

- Understand and comply with the exam archiving procedure

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C. Exam Related Documentation

Type of documentation	Retention Period and Owner		Owner
	Retention Period	**Disposal Method**	
Entries			
Signed Exam entry statements produced by centre	12 months from signing	Confidential waste	Exams Officer
Exam board entry documentation	12 months from receipt	Confidential waste	Exams Officer
Paper based entry marksheets (if any)	To be retained until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations has passed.	Normal waste	Exams Officer
Access Arrangements			

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Printed online approvals	DOB + 25 years	Confidential waste	Exams Officer and Head of Learning Support. To be passed to Head of Learning Support for retention in student SEN file when student leaves.
Signed Data Protection sheets	DOB plus 25 years	Normal waste	Exams Officer and Head of Learning Support. To be passed to Head of Learning Support for retention in student SEN file when student leaves.

Supporting evidence (Form 8s, Medical letters etc)	DOB plus 25 years	Confidential waste	Exams Officer and Head of Learning Support. To be passed to Head of Learning Support for retention in student SEN file when student leaves.
Exam Day Documentation			

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Seating Plans	To be retained until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations has passed.	Normal waste	Exams Officer
Controlled Assessments, coursework or portfolios	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	To be returned to candidates or held in the department for teaching and learning purposes (if prior permission from the student has been received).	Head of Department
Attendance registers	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Normal waste	Exams Officer
Incident logs	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Confidential waste	Exams Officer

Exam Office produced documents including daily plans, timetables etc	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Normal waste	Exams Officer

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Special Consideration			
Documentation relating to Special Consideration including medical letters and notes	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Confidential waste	Exams Officer
Results			
Centre produced individual results statements	To be destroyed one month after printing if not distributed.	Confidential waste	Exams Officer
Exam board results documentation	To be held for 12 months.	Confidential waste	Exams Officer
Centre produced results analysis documentation	To be held for 12 months.	Confidential waste	Exams Officer
Enquiries About Results			
Completed EAR forms	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Normal waste	Exams Officer
Exam board documentation relating to EARs	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been	Normal waste	Exams Officer
	resolved or the deadline for such enquiries/investigations have passed.		

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Access to scripts	To be held until at least the date specified by the awarding bodies.	Confidential waste or held in department for teaching and learning purposes (if prior permission from the student has been received).	Exams Officer
Certificates			
Unclaimed Certificates	To be held securely for a minimum of 12 months from date of issue. Students to be informed in advance that we may destroy certificates. A record of all certificates destroyed must be maintained and retained for a minimum of four years from date of destruction.	Confidential waste	Exams Officer

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APPENDIX F – Word Processor Use in Exams

The use of a word processor is one of the provisions offered as a normal way of working under the JCQ specification and regulations for exam access arrangements and may be granted to pupils whose impairments meet the statutory requirements set out in section 6 and schedule 1 of The Equality Act 2010. A word processor cannot simply be granted to a pupil because it is their preferred way of working, they type faster than they write, or they use a word processor at home.

A word processor may be considered for individual pupils experiencing handwriting difficulties where teacher-led evidence puts them at a significant disadvantage compared to their peers of a similar ability. Consideration will only be given to students with:

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

Any decision will also take into consideration the impact on the pupil of any additional barriers to learning as a direct result of using a word processor. Where the use of a word processor is considered to be appropriately beneficial to a pupil, the pupil must follow the word processor protocol at all times, in line with school policy.

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Appendix G – Whistleblowing Policy (Exams)

Introduction

Whistleblowing at Truro School is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at Truro School aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**[1], Truro School will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments 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**[2] and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*[3].

This policy sets out the whistleblowing procedures at Truro School It has been produced by Dr Shaun Pope who is also a member of the senior leadership team and responsible for handling any cases of whistleblowing. He is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes

[1] Reference www.jcq.org.uk/exams-office/general-regulations/
[2] Reference www.jcq.org.uk/exams-office/malpractice/
[3] Reference www.jcq.org.uk/examination-system/imc-home/

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- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Truro School fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.
If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Assistant Head (Director of Studies) as the member of the senior leadership team with oversight of examination administration.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

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Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure[4] to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)[5] offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights[6]. This means that the worker does not need the same two years' service that is needed for other employment rights.
In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it[7].

Alternatively, a worker could consider making a disclosure to Ofqual[8] as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity
In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'[9]. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.
A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

[4] Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/
[5] Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents
[6] Reference https://protect-advice.org.uk/pida/
[7] Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/
[8] Reference www.gov.uk/guidance/ofquals-whistleblowing-policy
[9] Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

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Students

Students at Truro School are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

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Appendix H – Escalation Policy (Exams)

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to **Dr Shaun Pope, Deputy Head**.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes
- Policies

Specific JCQ publications for reference:

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- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)
- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to **Mrs Emma Ellison, Assistant Head (Director of Studies)**.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

  Additional JCQ publications for reference:
  - Key dates in the examination cycle
  - Guidance Notes for Transferred Candidates
  - Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work
- Candidate information

  Additional JCQ publications for reference:
  - Information for candidate's documents
  - Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to **Mrs Emma Ellison, Assistant Head (Director of Studies)**.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8)

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- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to **Mrs Emma Ellison, Assistant Head (Director of Studies)**.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results
- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services: Post-Results Services - JCQ Joint Council for Qualifications
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates

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APPENDIX I – Exams & Assessments Malpractice Policy

A. Purpose of the Policy

The purpose of this policy is to:

- Demonstrate that Truro School is compliant with JCQ Malpractice Procedures and Policies and and other such regulation issue by awarding bodies.
- Encourage all stakeholders at Truro School to think about the possible scenarios which could give rise to malpractice and thereby prevent it occurring.
- Ensure that Truro School treats anyone suspected of malpractice in a manner which is fair and fully-compliant with the awarding body.
- Protect the reputation of Truro School by showing that the school reports all instances of suspected or actual malpractice and has an on-going desire to protect the integrity of the public examination / assessment system.

This written malpractice policy covers all qualifications delivered by the centre and details how candidates and staff involved in any aspect of examinations / assessments are informed and advised to avoid committing malpractice, how suspected malpractice issues are escalated within the centre and reported to the relevant awarding body.

B. Introduction

Definitions

Malpractice and **maladministration** are related concepts. The common theme of is that both involve a failure to follow the rules of an examination or assessment. This policy and these procedures use the word **malpractice** to cover both **malpractice** and **maladministration**. **Malpractice** means any act, default or practice which is:

- a breach of the regulations;
- a breach of awarding body requirements regarding how a qualification should be delivered;
- a failure to follow established procedures in relation to a qualification which:
    - gives rise to prejudice towards candidates;
    - compromises public confidence in qualifications;
    - compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate

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- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

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

Centre staff malpractice 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 the centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a communications professional, a language modifier, a practical assistant, a prompter, a reader or a scribe.

For the purposes of this document, **suspected malpractice** means all alleged or suspected incidents of malpractice.

C. General Principles

In accordance with regulations Truro School will:

- take all reasonable steps to prevent the occurrence of any malpractice before, during and after examinations have taken place;
- inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice involving a candidate or a member of staff, by completing the appropriate forms;
- gather evidence of any instances of alleged or suspected malpractice in accordance with awarding body procedure and provide such information and advice as the awarding body may reasonably require.

D. Preventing Malpractice

Truro School has in place robust processes to prevent and identify malpractice, as outlined in section 3 of JCQ Suspected Malpractice: Policies and Procedures and any other guidance from the awarding body.

This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the latest version of the following JCQ documents and any further awarding body guidance:

- General Regulations for Approved Centres,
- Instructions for conducting examinations (ICE),
- Instructions for conducting coursework,
- Instructions for conducting non-examination assessments,
- Access Arrangements and Reasonable Adjustments,

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- A guide to the special consideration process,
- Suspected Malpractice: Policies and Procedures,
- Plagiarism in Assessments,
- AI Use in Assessments: Protecting the Integrity of Qualifications,
- A guide to the awarding bodies' appeals processes.
-

Definition of AI (for this policy): "Artificial intelligence (AI) refers to software systems that can generate content or make predictions/recommendations, often using machine-learned models (e.g., large language models for text, image/audio/code generators)." (Aligned with UK regulators' framing of AI as adaptive/autonomous systems.) [gov.uk]

Definition of AI misuse: Any use of AI in an assessment context which means the work submitted is not the candidate's own, or which is not permitted by the assessment conditions; examples include copying or paraphrasing AI outputs without acknowledgement; submitting AI-generated analysis/evaluation/calculations as one's own; fabricating references; or using AI to translate/rewrite so extensively that authorship is no longer the candidate's.

Risks of using AI (for students and staff):
• Undermining **authorship/validity** so marks cannot be awarded for independent work;
• **Fabrication ("hallucinations")** and inaccurate or biased content that misleads students;
• **Referencing and IP/data risks**, including uploading personal/sensitive data to public tools;
• **Public confidence** and fairness concerns if use is undisclosed or excessive. [gov.uk]

When AI use is permitted and how to acknowledge it:
Where allowed by the specification/assessment conditions, students may consult AI in limited, transparent ways (e.g., brainstorming or checking understanding). They must: (i) state *where/how* AI was used; (ii) keep a screenshot or non-editable copy of prompts/outputs with date/time; and (iii) understand that reproducing AI content will not, by itself, meet marking criteria for independent knowledge/skills.

Improper assistance — recording and reporting:
The centre records any allegation or finding of **improper assistance** (by staff or others) in the **Malpractice & Irregularities Register** and updates assessment records accordingly. Where thresholds are met, we notify awarding bodies using JCQ forms (e.g., **JCQ/M1** candidate malpractice, **JCQ/M2a** staff malpractice). Records capture the case identifier, component, offence type, actions, outcome, sanctions and dates, structured to map to Ofqual's malpractice data categories for accurate reporting. [gov.uk]

Additional Information – Prevention of Candidate Malpractice

Truro School recognises that it has a duty to the awarding body to inform candidates of all exam regulations and expectations. This is done through exam rules presentations at assemblies, distribution of JCQ Information for candidates documents and other resources provided by awarding bodies. Candidates sit mock exams; this enables them to practise following regulations and to know the behaviour expectations for exams. Much information is also made available to candidates on the school

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website. Truro School does its utmost to instil an exam mindset in its students so that they will automatically follow the regulations during exams without thinking.

L6 and U6 students are made aware of any changes, which affect them, to exam regulations which have occurred since they sat their exams in Y5. Students in Y4 and below are not normally entered for exams. If they are, then exam regulations are explained to them clearly. In all cases, all students will receive a full exam briefing in Y11.

When candidates undertake non-exam assessment, teachers brief candidates on what is and what is not allowed. This includes guidance on: plagiarism, use of social media, essay farms, referencing and information which candidates may or may not share with each other.

Additional Information – Prevention of Teacher Malpractice

Teachers who are new to Truro School are given a comprehensive induction and this includes instruction on how to manage internally assessed components, as appropriate. The Head of Department is responsible for ensuring that their teachers, and themselves, are informed of assessment procedures and regulation, including:

- ensuring that tasks they are using are valid for the season of entry;
- knowing what level and detail of help they may give candidates (e.g. general guidance is permitted but model answers are not),
- ensuring that candidates reference properly (i.e. as required by the awarding body) any citations made by others or use of other people's work,
- marking standardisation (where more than one teacher is marking the same task),
- the need to apply the awarding body's mark scheme rigorously,
- the need to inform candidates of their mark at least two weeks before the awarding body's deadline for submission of marks to give learners the opportunity to appeal before marks are submitted to the awarding body,
- the requirement to report any suspected malpractice to their Head of Department and SLT (if the candidate has signed the authentication form then the exams officer must also be informed),
- not entering an exam room unless invited to do so by the exams officer or Head of Centre.

Teaching staff must be familiar with the specification of the course which they are teaching and should make full use of their awarding body subject specialist and any training offered by the awarding body, as appropriate. The Head of Department and SLT must support essential requests for training made by teachers.

The use of AI (artificial intelligence) has the potential to cause both teachers and candidates to commit malpractice. The school will follow guidance from JCQ AI-Use-in-Assessments_Feb24_v3.pdf (jcq.org.uk) . As with all citations, candidates must always reference when and how AI has been used in their work.

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Additional Information – Prevention of Malpractice by the Exams Officer and SENCo

The Head of Centre will ensure that both the exams officer and SENCo are given sufficient time to familiarise themselves with awarding body regulation. The exams officer, SENCo and SLT member who manages exams are encouraged to attend training and refresher events as appropriate so that they are aware of any regulatory changes.

The SENCo will ensure that all access arrangements paperwork required for inspection is filed logically and can be found instantly if required for inspection. SLT ensure that the SENCo has the necessary administrative support to do this.

The SLT lead for exams will meet the exams officer regularly to ensure that processes are running smoothly. The SLT lead must be aware of instances when the exams officer receives confidential materials and must satisfy themselves that such materials are kept secure. For example, the exams officer will record the packet sizes and number of packets for secure question paper deliveries. The same information must be recorded on the "second pair of eyes check" form so that it can be verified on exam day that the packets removed from secure storage are exactly those which were delivered.

On exam days, all question paper packets must be handed to invigilators and kept secure in the exam room, even if the packet is not required. This ensures that no one can have unauthorised access to question papers.

Additional Information – Prevention of Malpractice by Invigilators

The Head of Centre will ensure, via the exams officer, that invigilators are properly trained to do their job and are familiar with the latest instructions for invigilators contained in the current booklet JCQ Instructions for Conducting Examinations (ICE book). The exams officer will develop strategies to ensure the rigorous testing of invigilators and will monitor all exam rooms to ensure compliance.

Additional Information – Prevention of Malpractice by Exam Assistants

In this context, an exam assistant is a person who assists an exam candidate who is disabled to access an assessment without incurring any disadvantage relative to a candidate who is not so disabled. The help which the assistant is allowed to give is determined by the awarding body's access arrangement process which is in turned governed by the Equality Act.

Truro School will ensure that all exam assistants are properly trained and give only that assistance which has been authorised by the awarding body. The assistant will help the candidate with access to the assessment but must never help the candidate with the assessment itself.

Truro School will avoid using exam assistants who are known to the candidate or who have worked with the candidate for significant periods of learning prior to the exam. Awarding bodies recognise that this scenario may be very difficult to avoid and in such a case, an experienced invigilator must be deployed and the invigilator must enforce what the access arrangement permits and what it does not permit.

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In all cases where an exams assistant also acts as a sole invigilator on a 1:1 basis, a roving invigilator must be deployed and must record the times when they visit the exam room and any other relevant details.

Additional Information – Other Staff who have Contact with the Exams System

Reception staff and site staff are likely to be presented with deliveries of secure exam materials. The Head of Centre will determine who is authorised to handle secure materials and will ensure that such staff members know what to do if they are presented with a delivery of secure materials. In particular, the receiver must check that the delivery is addressed to Truro School, centre 53859 – if not, the delivery must be refused. The receiver must complete the exam materials (point of delivery) form and then pass the delivery to the exams officer immediately. If it is apparent that this cannot be done (e.g. it is 5pm and the exams office staff have gone home) then the delivery must be refused.

Additional Information – The Responsibility of the Head of Centre

In accordance with JCQ ICE section 24.4, the Head of Centre will monitor potential malpractice by invigilators and centre staff and will report any concerns to the awarding body immediately.

Additional Information – Conflict of Interest

Where potential conflicts of interest occur, these must be made known to the Head of Centre and handled in accordance with the awarding body's procedures. Awarding bodies and JCQ define what they regard as a conflict of interest but all staff should declare any situation about which they are concerned.

E. Identification and Reporting of Malpractice

Truro School recognises that public exams are run by the awarding body alone and therefore any response to a malpractice allegation is made by the awarding body alone. Truro School's responsibility is simply to record the facts and endeavour to continue the exams / assessment process as normal.

For example, it may be obvious that a candidate is blatantly cheating because they have smuggled an A4-size page of notes into the exam. In such a case, the invigilator (or exams officer) would: warn the candidate that they are suspected of malpractice; confiscate the unauthorised materials; and then instruct the candidate to continue with the exam as though nothing had happened. The candidate's script is despatched in the normal way.

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels. The reporting process depends upon who is involved and the activity in which malpractice is suspected.

If the Head of Centre is suspected of malpractice then this must be reported to the chair of governors. All other staff members suspected of malpractice must be reported to the Head of Centre.

Exam candidates suspected of malpractice must be reported to the exams officer.

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Candidates suspected of malpractice in course work tasks must be reported to the exams officer, Head of Department and SLT lead for exams. Such malpractice will be dealt with internally if the candidate has not signed the authentication form. However, if the candidate has breached awarding body regulations in other ways, then this must be reported to the awarding body. E.g. if the awarding body has released a task for candidates to complete and a candidate has posted it on social media with detailed model answers, then this is malpractice, irrespective of whether or not the candidate has signed the authentication form and therefore it must be reported to the awarding body.

If the candidate has signed the authentication form then the details must be reported to the awarding body.

Reports of malpractice must be made using the forms supplied by the awarding body as this will ensure that the centre supplies all required information. The person appointed by the Head of Centre to gather information should write a signed and dated covering letter on centre-headed notepaper and send this with the report. Statements by the accused and other witnesses (e.g. invigilators or the exams officer) must be included with the report and these must also be signed and dated and written of centre-headed note paper.

F. Reporting Suspected Malpractice to the Awarding Body

The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures or other instructions of the awarding body. The Head of Centre may appoint another person to gather the information but this person must be suitably qualified and not seen to have any conflict of interest,

It is not necessary for the Head of Centre to carry out the above actions but they must ensure that such actions are carried out immediately and the head of centre must countersign all forms where required to do so.

The head of centre will ensure that where a candidate who is a child or vulnerable adult is the subject of a malpractice investigation, the candidate's parent / carer / appropriate adult is kept informed of the progress of the investigation.

Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice. For non-JCQ awarding bodies, reports will be made in the manner which they request.

If, in the view of the person gathering the information, 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.

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Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries.

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.

G. 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.

H. Appeals Against Decisions made in Cases of Malpractice

Truro School will provide an individual against whom a malpractice allegation is upheld with information on the process and timeframe for submitting an appeal, where relevant.
The appellant should verify their grounds for appeal by consulting JCQ Awarding Bodies' Guide to the appeals process and similar information provided by the awarding bodies.

APPENDIX J
Purpose – AI Specifics

To operationalise JCQ/Ofqual expectations on appropriate use of AI and the authentication of student work, and to give practical, subject-agnostic steps teachers and candidates must follow.

J1. Staff awareness & timing

- **When:** Whole-staff INSET early September; brief refresher before mock/NEA windows; ad-hoc updates when JCQ updates guidance.
- **How:** Slide deck + one-page summary; staff acknowledgement recorded by HR/exams office; materials include JCQ's latest AI guidance and plagiarism note. [aqa.org.uk], [jcq.org.uk]

J2. Student awareness & timing

- **When:** Year-group assemblies before mocks/NEA release; form time briefings each Spring; pre-exam assemblies each Summer.
- **How:** Distribute JCQ *AI and assessments: quick guide for students*; centre "AI & Authenticity" page; signed student declaration; exemplars of correct acknowledgement. [aqa.org.uk]

J3. Authenticity approaches used at the centre

- Staged drafts and supervised writing segments;
- Viva voce / short oral explanations of substantive work;

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- Version history reviews and file metadata where feasible;
- Targeted source checks and marking for process/working, not just product;
- Private candidate authentication per JCQ advice;
- Use of similarity/AI-indicator tools only as **one input** to professional judgement; concerns are evidenced holistically and investigated under JCQ SMPP. [aqa.org.uk]
-

J4. Recording, escalation and retention

- All suspected AI misuse or **improper assistance** incidents are entered into the Malpractice & Irregularities Register and, where applicable, reported via JCQ forms; data fields align to Ofqual's malpractice data guidance.
- Evidence is retained per Appendix E (Exam Archiving) and JCQ retention requirements; outcomes and sanctions are recorded on closure. [gov.uk]

Review

This document will be reviewed annually in September.

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