WICKERSLEY PARTNERSHIP TRUST.

Exams Policy

DATE: November 2026
OWNED BY: Trust Data and Assessment Lead
APPROVED BY: Education Subcommittee

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1. Introduction

The purpose of this Exams Policy is to:

- Ensure the planning and management of exams is conducted efficiently and in the best interests of candidates
- Ensure the operation of an efficient exams system with clear guidelines for all relevant staff

This policy applied to all secondary schools within Wickersley Partnership Trust (WPT). It is the responsibility of everyone involved in each centre's exam processes to read, understand and implement this policy. The policy is uploaded to the social hub of Core HR where every member of staff can access. The policy is also emailed to all staff as a matter of course once updated every year. The exams policy is shared with students via email and relevant exam information shared on school websites.

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

2. Roles and Responsibilities

The Head of Centre (Headteacher):
Has overall responsibility for the school as an exam centre and advises on appeals and re-marks. They are responsible for reporting all suspected or actual incidents of malpractice - refer to the document JCQ *Suspected malpractice: Policies and Procedures (2026-2027)*.

Exams Officer:
Has delegated responsibility for the administration of exams in their centre. They:

- Manage the administration of internal exams and external exams
- Advise the Senior Leadership Team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Oversee the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensure that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and store securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines
- Administer access arrangements and makes applications for special consideration following the regulations in the JCQ publication 'A guide to the special consideration process'
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule

- Track, dispatch, and store returned coursework / controlled assessments
- Arrange for dissemination of exam results and certificates to candidates and forwards, in consultation with SLT, any post results service requests

Subject Directors / Deputy Subject Directors

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer
- Accurate completion of coursework / controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

Teachers

Teaching staff are responsible for supplying information on entries, coursework and controlled assessments as required by the Subject Director / Deputy Subject Director and/or Exams Officer.

Special Educational Needs / Disabilities Coordinator (SENDCo)

- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- Process any necessary applications in order to gain approval (if required)
- Work with the Exams Officer to provide the access arrangements required by candidates in exams rooms

Lead Invigilator/Invigilators

- Assist the Exams Officer in the efficient running of exams according to JCQ regulations
- Collect exam papers and other material from the exams office before the start of the exam
- Collect all exam papers in the correct order at the end of the exam and ensuring their return to the exams office

Candidates

- Confirmation and signing of entries
- Understand coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own
- Ensuring they conduct themselves in all exams according to JCQ regulations

3. Qualifications Offered

The qualifications offered at each centre are decided by Trust Senior Leadership.

The types of qualifications offered at Key Stage 4 include GCSEs, Technical Awards and Level 2 Vocations including BTEC and Cambridge Nationals. At Key Stage 5, GCE A-Levels, Level 3 Vocations and Applied Generals including BTEC Nationals and Extended Diplomas, plus Level 3 Diplomas, are offered. The primary boards used by the Trust are:

- AQA
- Pearson/Edexcel
- OCR
- WJEC/Eduqas

The subjects offered for these qualifications in any academic year may be found in the centre's prospectus and on their website for that year. If there is to be a change of specification for the next year, the exams office will be informed by January each year.

Informing the exams office of changes to a specification is the responsibility of the Trust Data and Assessment Lead. Decisions on whether a candidate should be entered for a particular subject will be taken by the Senior Leadership Team in consultation with Subject Directors / Deputy Subject Directors.

4. Exam Series

Internal exams (mock or trial exams) and assessments are scheduled in October, December and February for Year 11, January for Year 12, and October and February for Year 13. External exams and assessments are scheduled in May and June. Internal exams are held under external exam conditions. The Trust Data and Assessment Lead decides which exam series are used in each centre.

Each centre offers some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Trust Data and Assessment Lead and the Exams Officer.

5. Exam Timetables

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

6. Entries, Entry Details and Late Entries

Candidates or parents/carers cannot request subject entry, change of level or withdrawal. The decision is based on a variety of factors in conjunction with all stakeholders.

WPT does not accept entries from private candidates as part of our normal practise. WPT does not act as an exams centre for other organisations.

Entry deadlines are circulated to Subject Directors / Deputy Subject Directors via email. Subject Directors / Deputy Subject Directors will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines. Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by the Exams Officer. Re-sit decisions will be made by the school Data Lead in consultation with the Subject Directors / Deputy Subject Directors.

7. Exam Fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The Exams Officer will publish the deadline for actions well in advance for each exams series.

WPT will not charge pupils to enter prescribed public examinations we have prepared them for in school, or for re-sits of these exams if we have prepared them for the re-sit at school.

WPT may charge for:

- Exams or re-sits the pupil has not been prepared for at school, even if they are on the list of prescribed public examinations
- Exams not on the set list of prescribed public examinations
- A pupil, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee
- Withdrawal from an exam (where charges would be applied by an exam board), if the parent requests withdrawal

WPT may waive these fees in certain circumstances. If you would like to discuss waiving relevant fees, please contact the Exams Officer at your centre.

8. Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the SENDCo.

9. Access Arrangements

The SENDCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams. A candidate's access arrangements requirement is determined by the SENDCo. Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCo. Room arrangements for candidates using access arrangements will be organised by the Exams Officer. Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer. See the Appendices for various arrangements.

10. Contingency Planning

Contingency planning for exams administration is the responsibility of the Head of Centre in coordination with the Exams Officer. Contingency plans are in line with the guidance provided by Ofqual, JCQ and awarding organisations. Please refer to our separate Contingency Plan Policy for further details.

11. Estimated Grades

The Subject Directors / Deputy Subject Directors or teachers are responsible for submitting estimated grades to the Exams Officer when requested. These will be quality assured by the school Data Lead.

12. Managing Invigilators

External staff are used to invigilate examinations. These invigilators will be used for internal exams and external exams. Recruitment of invigilators is the responsibility of the Trust Recruitment Manager in coordination with the Exams Officer at each centre. Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Trust Recruitment Team. DBS fees for securing such clearance are paid by the Trust.

Invigilators' rates of pay are agreed by the Trust Board. Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer.

13. Malpractice

The Head of Centre in consultation with the Exams Officer is responsible for investigating suspected malpractice. See **Appendix D** for more information.

14. Exam Days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator. Site staff are responsible for setting up the allocated rooms, and will be advised of requirements at least five working days in advance. The Exams Officer will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do. In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Directors / Deputy Subject Directors in accordance with JCQ's recommendations.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with school support staff.

15. Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by Centre staff.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones, smart watches, and other electronic communication or storage devices with text or digital facilities. Such items will be switched off and collected by Invigilators before the start of each exam.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exam Officer. Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. The Exams Officer is responsible for handling late or absent candidates on exam day.

Clash Candidates
The Exams Officer is responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

16. Special Consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, or be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Exams Officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within five days of the exam - this time frame is an agreed internal school expectation.

The Exams Officer will make a special consideration application in line with published JCQ deadlines.

17. Internal Assessment

It is the duty of Subject Directors / Deputy Subject Directors to ensure that all internal assessments are ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the Exams Office by the Subject Directors / Deputy Subject Directors. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure document.

18. Results Day

Distribution of Results
The Trust is committed to ensuring that all students receive their results in a timely, secure, and supportive manner. Provisional results will be released on the national dates set by the JCQ in August each year.

In-Person Collection
All students are encouraged to attend their respective school site to collect their physical "Results Slip." Opening times will be announced well in advance of each results day. This allows students to access immediate face-to-face support from senior leaders and careers advisors for post-16 or post-18 transitions.

Digital Access
In line with the Department for Education (DfE) initiative launching in Summer 2026, students will also have access to their results via the official GOV.UK Results App. Students must ensure they have registered for their digital identity via the school's onboarding process prior to the end of the summer term.

Digital results will typically be "unlocked" on the app following the official 8:00 am release time, providing a permanent digital record for future employers and further education providers.

Note: The digital results app provides a record of attainment, but many Universities and Apprenticeship providers still require the original physical certificates for verification during enrolment. Students are strongly advised to keep their physical certificates in a safe place.

Results via Third Parties
If a student is unable to collect results in person, they may provide a stamped, self-addressed envelope (A4) to the Exams Office before the end of the summer term. Results will be posted on the afternoon of Results Day.

Third-Party Collection
Results will not be given to parents, carers, or friends without the written, signed consent of the candidate. The nominated person must provide photographic ID upon collection.

Note: Results will not be given over the telephone or via personal email to ensure data security and prevent identity misrepresentation.

19. Reviews of Results (RoRs)

RoRs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of RoRs will be paid by the centre. All decisions on whether to make an application for an RoR will be made by school Data Leads.

If a candidate's request for an RoR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure. All processing of RoRs will be the responsibility of the Exams Officer following the JCQ guidance.

20. Access to Scripts (ATS)

After the release of results, candidates and centre staff, may, with the student's permission, request electronic copies of scripts (Priority/Non-Priority ATS). These can be requested prior to RoR deadlines and can be used to inform review decisions may ask subject staff to request the return of written exam papers within three days of the receipt of results. Processing of requests for ATS is the responsibility of the Exams Officer.

21. Appeals Against Internally Assessed Marks

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

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to their work, they may make use of this appeals procedure.

Note: An appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

- Candidates are notified of marks 14 calendar days before the awarding body's submission deadline and have 5 working days from receipt of this to appeal
- Appeals must be made in writing by the candidates' parent/carer to the Exams Officer
- The Head of Centre will appoint a senior member of staff to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
- The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and 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 Headteacher 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 irregularity in procedures to light, the awarding body will be informed.

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

See the separate **WPT Internal Appeals Procedure** document for more information.

22. Certificates

Certificates are the official legal record of achievement issued by the Awarding Bodies. Certificates generally arrive at the Trust schools in late October or November. Schools will host a Certificate Collection Evening or notify students via the school website/social media when they are available for collection.

Retention
The school is only required to retain unclaimed certificates for a period of 12 months from the date of issue. After this time, certificates may be securely destroyed - in line with the WPT Data Protection Policy.

Replacement
If a student loses their certificates or fails to collect them within the 12-month window, they must contact the Awarding Bodies directly (AQA, OCR, Pearson, or WJEC) to request a "Certifying Statement of Results." The Trust cannot issue duplicate certificates, and Awarding Bodies will charge a significant fee for this service.

23. Links to Other Policies and Documentation

- JCQ website: *www.jcq.org.uk*
- JCQ Suspected malpractice: Policies and Procedures (2026-2027)
- JCQ publication A guide to the special consideration process
- JCQ Access Arrangements Regulations
- JCQ and Ofqual Contingency Planning Guidance
- JCQ AI Use in Assessments: Your role in protecting the integrity of qualifications
- WPT Exams Contingency Plan Policy
- WPT Complaints Policy
- WPT Child Protection and Safeguarding Policy
- WPT Cyber Security Policy
- WPT Data Protection Policy
- WPT Whistleblowing Policy

24. Version Control

Current Version: 1

Date	Revision (Details and Reason)	Author
May 2026	First version of Policy	Trust Data and Assessment Lead
Nov 2026	Updated to reflect 2026-2027 JCQ regulations and AI guidance.	Trust Data and Assessment Lead

Appendix A1 - Conflict of Interest

This document examines potential risks and issues that could cause conflicts of interest to the examination / assessment process at Wickersley Partnership Trust (WPT). By outlining actions/procedures to be invoked in case of conflict it is intended to mitigate the impact this has on our processes. According to JCQ, the Conflicts of Interest document manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- Any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- Any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units

And maintains internal records of all instances where:

- Exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- Centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- Centre staff are taking qualifications at other centres

Process

At the beginning of the academic year, or within the first half-term, Exams Officers will establish who, within their schools, has a conflict of Interest. Responses are recorded and any conflicts are added to the log which will be kept on site for the JCQ Inspector should they wish to see it. Furthermore, conflicts of interest will be disclosed to awarding bodies before the entry deadline where centre staff are preparing family/close friends for internally or externally assessed speaking, listening or oracy components/units.

Examples

Conflict of interest (COI)	Measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected
(As a last resort where the member of centre staff is unable to find another centre). Member of staff is taking a qualification(s) at their home centre which includes internally assessed components/units. COI declared to relevant awarding body before the published deadline for entries (for each affected examination series)	To: • Prevent the member of centre staff having access to examination materials prior to the examination • Brief other relevant centre staff on maintaining the integrity and confidentiality of examination materials • Ensure the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment
Member of staff is teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units	To: • Make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate

COI declared to relevant awarding body before the published deadline for entries (for each affected examination series)	• Ensure the member of centre staff is not solely involved in making assessment decisions for the affected candidate for any internally assessed component/unit • Ensure the marked work will be submitted for moderation whether or not it is part of the moderation sample
Member of exams office staff has a member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at this centre itself or other centres	To: • Ensure that the member of exams office staff does not have unaccompanied access to examination materials (for example, question papers, pre-release materials, answer scripts, etc) • Ensure that another person is present for particular administrative arrangements relating to the candidate's exams/assessments
Member of staff is taking a qualification(s) at their home centre which does not include internally assessed components/units	To: • Prevent the member of centre staff having access to examination materials prior to the examination • Brief other relevant centre staff on maintaining the integrity and confidentiality of examination materials • Ensure the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment
Taking a qualification(s) at another centre	To: Ensure the member of centre staff does not have access to examination materials for the same awarding body qualification if this is delivered in the centre.

Appendix A2 - Conflict of Interest Log

Date Recorded	Staff Name & Job Title(s)	Conflict of Interest (COI)	Measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected

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

Appendix B -Equality for Students in Exams

1. Purpose and Statutory Compliance

In accordance with the Equality Act 2010 and JCQ General Regulations (5.4), Wickersley Partnership Trust (WPT) ensures that all disabled candidates have equal access to exams and assessments. This includes a duty to explore and provide reasonable adjustments without charging the candidate any additional fee.

2. Definitions

Disability: A physical or mental impairment that has a substantial and long-term adverse effect on a candidate's ability to carry out normal day-to-day activities.

Access Arrangements (AA): Agreed before an assessment to allow candidates with specific needs to access the exam without changing the demands of the assessment.

3. Key Staff Responsibilities

Head of Centre
Ensures compliance with annually updated JCQ regulations (GR and AA).

SENDCo
Leads the AA process; determines needs based on a "holistic picture"; ensures arrangements reflect the normal way of working.

Exams Officer (EO)
Processes applications via Access Arrangements Online (AAO); maintains evidence folders; manages rooming and invigilation logistics.

Assessor
Conducts formal assessments to provide the required evidence for learning difficulty arrangements.

Teaching Staff
Provides evidence of need and support used in the classroom; ensures students practice using arrangements.

4. Example Candidate Needs & Actions

The following table outlines how the Trust facilitates access for various needs:

Candidate Need	Potential Arrangements	Key Centre Actions
Medical Condition (preventing centre attendance)	Alternative site, Supervised rest breaks	EO submits 'Alternative site form' to awarding body; invigilator monitors condition and records breaks.
Accessing Written Text (persistent/significant difficulty)	Reader/Computer reader, 25% Extra time	SENDCo confirms disability status; EO processes AAO application and keeps evidence of need on file.
Concentration Difficulties (significant/long-term)	Prompter, Separate rooming	SENDCo gathers evidence of impairment; invigilator is briefed on specific prompting methods (e.g., name-calling). Alternate/separate rooming is only awarded where there is documented medical, psychological or SEND need

		that reflects the candidates normal way of working.
Physical Disability (e.g., wheelchair user)	Practical assistant, Room/Desk adaptations	Estates provide height-adjustable desks and ground-floor access; EO ensures spacing for wheelchair access.

5. Requesting and Implementing Arrangements

Deadlines
All applications requiring awarding body approval must be processed via AAO before the published JCQ deadlines.

Evidence
The centre must maintain a file for each candidate containing Form 8/9, AAO approval, and evidence of the "normal way of working".

- **25% Extra Time:** The SENDCO will ensure that there is sufficient evidence in the form of Samples of internal tests/mock exam papers across relevant subjects showing the actual application and use of 25% extra time (e.g., work completed in a different ink colour). This will include comments/observations from subject teachers detailing how extra time was used. The SENDCO will reflect and ensure that **supervised rest breaks** are trialled and considered before applying for 25% extra time for candidates with anxiety, attention difficulties, or non-learning difficulty impairments, as rest breaks are often more effective.
- **Form 8/9**: Will be fully completed by the SENDCO ensuring this is NWOW and the evidence shows this as normal way of working evidenced by student internal mocks and teacher feedback.

Internal Assessments
AA must be in place for internal tests, mock exams, and Non-Examination Assessments (NEA) to ensure consistency.

Word Processors
Appendix J – Word Processor Procedure is maintained, detailing the specific criteria for awarding their use.

6. Conduct of Exams with Access Arrangements

Facilitators
Readers, scribes, and prompters must be appropriately trained and cannot be a relative, friend, or peer of the candidate.

Conflict of Interest
A facilitator should not normally be the candidate's own subject teacher or TA. If they are, a separate invigilator must be present. See **Appendix A – Conflicts of Interest**.

Rooming & Equipment
The EO and SENCo will coordinate specialised rooming (e.g., ground floor for wheelchair users) and equipment (e.g., height-adjustable desks or coloured overlays).

Emergency Arrangements
Temporary/emergency arrangements (e.g., for a broken arm) will be processed at the time of the exam where permitted.

7. Monitoring and Review

The Trust monitors the use of arrangements in internal exams. If a candidate consistently fails to use an awarded arrangement, it may be withdrawn to ensure the integrity of the assessment process.

Appendix C - Escalation Process

1. Purpose

This process confirms the main duties to be escalated if the Head of Centre or the Senior Leadership Team (SLT) lead with oversight of exam administration (Data Leads) are absent. It ensures the Trust can maintain the delivery of qualifications and fulfil awarding body requirements at all times.

2. Escalation Pathway

In the event of the absence of the Head of Centre or the designated Data Lead, responsibility for implementing JCQ regulations and requirements is escalated to the Deputy Headteacher.

3. Key Responsibilities by Exam Stage

Stage	Escalated Duties & Focus Areas
Planning	Implementing JCQ regulations regarding centre management, recruitment, cyber security, and managing conflicts of interest.
Entries & Pre-Exams	Ensuring accurate entries are submitted, managing access arrangements, and ensuring candidate work is securely backed up against potential IT or cyber-attacks.
Exam Time	Maintaining the integrity and security of examinations, overseeing malpractice procedures, and supporting Exams Officers through designated SLT members in each school.
Results & Post-Results	Managing the release of results, overseeing the appeals process, and handling certificate distribution.

4. Summer Contingency (Results)

The Trust identifies at least one Senior Designated Contact in each school who remains available throughout the summer holiday period. Their purpose is to manage emergency, results-related requests from awarding bodies when the centre is otherwise closed. Contact details (including mobile numbers/emails) are provided to the National Centre Number Register to ensure resources can be mobilised quickly in an emergency.

5. Key Reference Documents

To support the escalation of these duties, the following JCQ publications must be referenced by the acting lead:

- General Regulations for Approved Centres
- Instructions for Conducting Examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AARA)
- JCQ Suspected malpractice: Policies and Procedures (2026-2027)

Appendix D – Malpractice, Plagiarism and AI

Reference in this document to GR and SMPP relate to relevant sections of the current JCQ documents *General Regulations for Approved Centres* and *JCQ Suspected malpractice: Policies and Procedures (2026-2027)*. These documents will be adhered to at all times.

1. What is Malpractice and Maladministration?

'Malpractice' and 'maladministration' are distinct but related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it 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 to 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
  - Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

For the purposes of this document, suspected Centre malpractice means where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate. Examples of malpractice that could result in a finding of centre malpractice are set out in SMPP.

2. Principles

In accordance with the regulations Wickersley Partnership Trust (WPT) will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ Suspected malpractice: Policies and Procedures (2026-2027) and provide such information and advice as the awarding body may reasonably require

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

Centre Staff Malpractice
'Centre staff malpractice' means malpractice committed by:

- A member of staff, contractor (whether employed under a contract of employment or a contract for services)
- A volunteer at a centre
- An individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe

3. Identification and Reporting of Malpractice

All centre staff have a professional responsibility to immediately report any suspected malpractice, alleged, or actual incidents of candidate or staff malpractice to the Exams Officer and/or The Head of Centre. If reported to the Exams Officer they will immediately inform the Head of Centre who will follow the procedure as outlined in the JCQ Suspected malpractice: Policies and Procedures (2026-2027). Any centre staff suspecting malpractice must preserve all evidence (e.g. confiscating unauthorised materials, retain drafts, versions histories for NEA) to supporting the reporting and investigation process. It is critical that the staff member does not sign the authentication declaration if they suspect malpractice has taken place but to present the evidence to the Exams officer/Head of Centre.

The Head of Centre will immediately inform the awarding body following the procedure as outlined in the JCQ Suspected malpractice: Policies and Procedures (2026-2027)

4. 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. They will also inform the individuals if they have the right to appeal.

5. Appeals Against Decisions Made in Cases of Malpractice

WPT will provide the individual with information on the process for submitting an appeal, where relevant, and follow the process provided in the JCQ document 'A guide to the awarding bodies'' appeals processes.

6. Plagiarism and AI

Plagiarism is "Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement". This can include the use of AI.

Plagiarism calls into question the integrity of examinations and assessments, especially those assessment components such as non-examination assessments where plagiarism can occur most easily. If non-examination assessments are to remain as a viable assessment method, it is the duty of all who are preparing and assessing candidates for assessments as well as those who have an interest in the setting, marking and administration of assessments, to do whatever they can to address plagiarism.

Plagiarism is Malpractice and as such procedures as detailed above will be referred to if a candidate is believed to have plagiarised.

To try and prevent plagiarism, the following JCQ Documents will be shared with all teachers and candidates via email:

- "Information for Candidates Non-Examination Assessments"
- AI Use support documents:
    - Poster for Students – for schools and colleges to use with students to better understand the rules for use of AI in assessments
    - Information Sheet for Teachers – a summary to help teachers understand and prevent AI misuse
    - Senior Leader Presentation for Teachers – a PowerPoint presentation for senior leaders to use with their teaching colleagues to help them understand and prevent AI misuse
    - Teacher Presentation for Students – a PowerPoint presentation for schools and colleges to use with students to better understand the rules for use of AI.

- At the start of any lesson containing NEA teachers will remind students of Plagiarism and use of AI being a form of Malpractice.
- Where AI is allowed to be used students will be told they need to reference this. They must reference clearly the Name the AI tool that has been used and include the date the content was generated. Candidates must explain how they used what was generated and they must save a screenshot of the questions you asked in AI and the answers received.
- Students will be regularly informed via posters and teachers reminding students explicitly of what is AI Misuse defined as: copying/paraphrasing AI content without acknowledgement, using AI to complete sections of analysis/calculations, failing to acknowledge AI used for spelling/grammar where restricted, or submitting misleading references) and state it will be investigated and sanctioned as **malpractice** (ranging from loss of marks to disqualification from the qualification).

Teachers will be given appropriate training from Subject Directors at the beginning of the academic year in the following ways in relation to AI this will include how to spot if AI has been used inappropriately in students work and it will also guide teachers on how they can use AI within the review of students work example below:

Assessment Category	Permitted AI Use	Prohibited AI Use
Coursework Marking	Secondary spot-checks, checking formatting consistency.	Sole or primary automated marking; assigning final marks without full human reading.
Standardisation & Moderation	Comparing anonymised written extracts against band descriptors to test internal moderation consistency.	Uploading real candidate photographs, artwork, or unredacted student work.
CAD Screenshots & Technical Work	Uploading pure 3D CAD models/drawing views once top window title bars (file paths) and title block names are cropped/redacted.	Uploading CAD screenshots showing student names in directory paths (C:\Users\Name...), title blocks, or embedded human photos.
Similarity / Spot-Checks	Informal, diagnostic spot-checks of fully anonymised text extracts to identify structural or phrasing overlap prior to formal review.	Using AI outputs/percentage scores as formal proof of plagiarism or submitting AI results as formal evidence of malpractice.
Documentation (TOR & CRF)	Drafting, rephrasing, and structuring assessment sheets and Terms of Reference text using placeholders.	Pasting real student names, candidate numbers, or confidential safeguarding details into prompts.

Appendix E - Non-Exam Assessment (NEA)

1. Scope and Definition

NEA refers to assessments that measure knowledge and skills which cannot be tested by timed written papers. This includes internally assessed coursework, portfolios, and externally set practical examinations taken at different times across the centre. The Trust ensures that NEA, coursework, and portfolios are managed in strict accordance with JCQ's *Instructions for conducting non-examination assessments*.

2. Key Staff Roles and Responsibilities

Role	Primary NEA Responsibilities
Head of Centre	Accountable for the safe and secure conduct of NEA and must report any breach of security or malpractice to the awarding body immediately.
Data Leads	Oversee internal standardisation and ensure teachers use correct awarding body forms.
Subject Director	Responsible for setting internal deadlines that allow for the mandatory candidate appeals window before marks are submitted to the awarding body.
Subject Teacher	Must ensure all work is supervised to the level required to authenticate it as the candidate's own unaided work.
Exams Officer	Signposts JCQ regulations to staff, submits marks and samples to moderators, and manages logistics for external components.
IT Manager	Ensures secure electronic storage, restricted access between sessions, and backups on two separate devices, including one off-site backup

3. The NEA Process: Planning to Submission

The NEA process follows three distinct stages: Task Setting, Task Taking, and Task Marking.

- **Task Setting**: Teachers select or design tasks in line with subject specifications.
- **Task Taking** (Supervision): Work must be completed under sufficient supervision to ensure it can be authenticated as the candidate's own.
- **Authentication**: Every candidate must sign a declaration for each component confirming the work is their own; teachers must sign a corresponding statement for the cohort.
- **Artificial Intelligence** (AI): Teachers must educate candidates on the risks and consequences of inappropriate AI use. AI must never be the sole means used to mark candidate work.
- **Malpractice**: Any suspected irregularity identified before the candidate signs the authentication statement is handled internally; anything after must be reported to the awarding body.
- **Security**: Work must be stored securely between sessions and until the post-results deadline has passed.

4. Internal Marking and Appeals

- **Candidate Notification**: Candidates must be informed of their centre-assessed marks in writing.
- **Right to Appeal**: The Trust provides a clear internal appeals procedure for candidates to request a review of the centre's marking before marks are submitted to the awarding body.
- **Standardisation**: Quality Assurance Leads must ensure internal standardisation occurs across all teaching groups to ensure common standards.

5. Subject-Specific Endorsements

The Trust adheres to the following specific requirements for endorsements:

- **A-Level Science** (Practical): The Head of Centre must declare annually that all candidates have had the opportunity to complete the required practical activities. Assessment outcomes (Pass/Not Classified) are submitted by the Exams Officer.
- **GCSE English Language** (Spoken): Presentations are assessed using common criteria; audio-visual recordings of a sample of candidates are retained for monitoring purposes.

6. Management of Risks and Issues

Potential Risk	Centre Mitigation Action
Candidate Malpractice	Candidates are emailed JCQ "Information for Candidates" and warned against plagiarism or sharing work on social media.
IT Failure/Corruption	IT systems are checked before tasks are downloaded; work is backed up to the cloud.
Staff Absence	Long-term absence during marking or task-taking is managed via the Trust's contingency plan.
Inadequate Supervision	Dates for NEA are recorded on the main exam calendar to ensure appropriate rooming and staffing are available.
Conflict of Interest	If a teacher marks the work of a close relative or friend, it must be declared to the awarding body and submitted for moderation.

Appendix F - Use of Coloured Paper

This document outlines the appropriate use of coloured paper in the school environment, ensuring it supports students with medical diagnoses while providing alternatives for others without a medical diagnosis.

Medical Considerations:

- Coloured paper use is permitted for students who have a medical diagnosis that necessitates its use (e.g., specific learning disabilities, visual processing disorders)
- Documentation from a qualified medical professional must be provided to support the need for coloured paper as part of the student's accommodations

Alternative Solutions:

- For students who do not have a medical diagnosis they must, in the first instance, use coloured overlays or tinted spectacles in class as their normal way of working. No coloured paper will be provided in this instance.
- If it is found that coloured overlays or tinted spectacles are not effective then the SENDCo may consider coloured paper
- Teachers and staff should be informed about these alternatives to assist students in using them effectively

Educational Use:

- For inclusivity teachers print on buff paper for in-class resources and use a buff background for PowerPoint backgrounds etc
- Teachers *may* utilise coloured paper for assignments, projects, and instructional materials when it aligns with a student's medical needs. They should check that this will not adversely affect any student
- Consistent colour coding can be implemented for different subjects or types of assignments, based on the documented needs of students
- **For Examination / assessment purposes (both mocks and actual exams) exam papers must be printed on white paper initially with the use of overlays and / or coloured spectacles and with coloured papers being printed as needed**
- Given the logistical challenges on exam days where question papers need to be photocopied onto coloured paper, the SENDCo must ensure that a question paper on coloured paper is appropriate to the candidate's needs. Alternative ways of working should be explored, such as the use of a coloured overlay or the candidate wearing coloured glasses."

Environmental Considerations:

- Promote the use of recycled or environmentally friendly coloured paper
- Encourage practices to minimise waste, such as reusing coloured paper for drafts or as scrap material

Accessibility:

- Ensure that the use of coloured paper does not create barriers for students with visual impairments. High-contrast colours should be considered for important documents
- Regular consultations with special education staff will help assess and accommodate individual student needs

Appendix G - Procedure to Check AA Assessor's Qualifications

This document outlines the mandatory process for verifying that individuals conducting access arrangement (AA) assessments at Wickersley Partnership Trust (WPT) hold the necessary professional qualifications as required by JCQ General Regulations (GR 5.4).

1. Purpose and Accountability

The Head of Centre is responsible for the quality of the access arrangements process and must appoint appropriately qualified assessors. This procedure ensures that assessments are conducted ethically and that no candidate is granted an unfair advantage.

2. Required Qualifications for Assessors

The Head of Centre must satisfy themselves that an assessor has the required competence. Assessors must meet one of the following criteria:

- **Specialist Assessor**: Successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours of individual specialist assessment training
- **Specialist Teacher Assessor**: Holds a current SpLD Assessment Practising Certificate awarded by BDA, the Dyslexia Guild, or Patoss, and is listed on the SASC website
- **Psychologist**: An appropriately qualified psychologist registered with the Health & Care Professions Council (HCPC)

3. Verification Procedure

Evidence of qualifications must be obtained before an assessor begins any candidate assessments.

- **Internal Assessors** (e.g., SENCo): A copy of the relevant certificate or registration must be kept on file alongside AA evidence. If the staff member leaves the Trust, these records must be retained to support candidates moving to further education.
- **External/Independent Assessors**: Must provide physical or digital copies of their qualifications (e.g., certificate photocopy or HCPC/SASC registration screenshot) for verification before any testing commences

4. Records and Inspection

- **File Maintenance**: Evidence of qualifications must be held on file - either in hard copy or digitally - to be presented to a JCQ Centre Inspector upon request
- **Security & Access**: All documentation must be stored securely. The centre must ensure that these records are accessible even if the SENDCo or primary assessor is unavailable during an inspection.

5. Assessor Responsibilities

Appointed assessors are required to:

- Use current editions of nationally standardised tests appropriate to the candidate's age
- Record results accurately within Part 2 of Form 8
- Maintain a thorough understanding of the current JCQ AARA regulations and the Equality Act 2010

Appendix H - Procedure to Verify Candidates

In order to comply with GR 5.9. d, the Centre will have in place written procedures to verify the identity of all candidates at the time of the examination or assessment.

Procedures:

- A member of SLT or the Pastoral Team linked with the specific year group will complete the exam/assessment register to ensure that all candidates are present and are seated in the correct seat.
- Identity cards may be used, showing a picture of the candidate, their details, and also details of the exam/assessment being undertaken, particularly in Science and Maths exams where there are different tiers. The identity cards will be laid out on desks prior to the exam/assessment by the invigilators and in accordance with the seating plan. The exam registers are then taken once students are seated where their card is.

Appendix I1 - Resilience Procedure

1. Purpose and Regulatory Alignment

In accordance with Ofqual guidance, the Wickersley Partnership Trust (WPT) maintains long-term contingency arrangements to support the awarding of grades (such as Teacher Assessed Grades) should national exams be unable to proceed. This policy applies to all GCSE, AS, and A-Level qualifications, including those with non-exam assessment components.

2. Evidence Collection and Mock Examinations

To ensure a robust evidence base for alternative grading, the following procedures apply to all Trust secondary sites:

- **Assessment Frequency**: Evidence from one set of mocks conducted under exam conditions is generally sufficient for grade awarding
- **Timing and Conditions**: Assessments should ideally occur in the first half of the academic year. They must be conducted under exam-like conditions, assessing a wide range of content using materials similar to standard exam papers.
- **Student Notification**: Students must be informed before each assessment that their performance may be used as evidence for a Teacher Assessed Grade
- **Inclusivity and Support**: Reasonable adjustments for disabled students must be applied to these assessments. While marking remains standard, any "special consideration" events (e.g., illness or bereavement) must be recorded for later account.
- **Retention**: All student work used as evidence must be retained by the centre, either physically or digitally, until all Reviews of Marking are completed. Students are not permitted to resit assessments solely for the purpose of evidence collection.

3. Staff Responsibilities and Internal Tracking

WPT utilises a standardised process for ensuring policy compliance across all schools:

- **Dissemination**: The Exams Officer shares this policy with Data Leads and Subject Directors, who are responsible for department-level implementation.
- **Compliance Tracking**: All teaching staff, regardless of the level they teach, must complete the Trust Resilience Google Sheet to confirm they have read and understood the guidance.
- **Technical Security**: Subject Directors and IT support must ensure candidate work is backed up on two separate devices, including one off-site backup, to protect against cyber-attacks or IT corruption

4. Summary of Contingency Scenarios

The Trust maintains written, annually reviewed contingency plans for each school covering the following risks:

- **Staff Absence**: Escalation processes for the absence of the Head of Centre, SENDCo, or Exams Officer at critical stages
- **Venue Unavailability**: Identification of alternative sites if the registered address becomes unusable (e.g., due to flooding)
- **Summer Results Support**: At least one senior designated contact must be available during the summer holidays to manage emergency awarding body requests.

Appendix I2 - Resilience Checklist

Resilience Arrangements			
Requirement	**Staff responsibility / involvement**	**Confirmation requirement met ✓**	**Notes (as applicable)**
Familiar with the regulator's guidance on ensuring resilience in the qualifications system	SLT, Exams Officer, Subject Directors, Teaching Staff		https://www.gov.uk/government/publications/guidance-on-collecting-evidence-of-student-performance-to-ensure-resilience-in-the-qualifications-system
A process is in place for gathering evidence of candidate performance in line with the published guidance	Subject Directors, Teaching Staff		Decisions for retention to be discussed and decided on a School & Subject basis.

Contingency Arrangements			
Requirement	**Staff responsibility / involvement**	**Confirmation requirement met ✓**	**Notes (as applicable)**
At least one senior member of staff (senior designated contact) is available to manage emergency requests from awarding bodies that are results related during the summer holidays	Data Leads		
Candidates' work is backed-up and consideration has been given to the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up	Subject Directors, Teaching staff		
Appropriate security arrangements are in place which protect candidates' work in the event of IT system corruption and cyber-attacks	Subject Directors, Teaching staff, IT support		
A written, up to date, contingency plan is in place which covers all aspects of examination/assessment administration and delivery	Exams Officers, Data Leads		Contingency Plans are completed by each school and reviewed annually.
Robust contingency arrangements are in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates	Exams Officers, Data Leads		

See the Trust's Contingency Plan Policy for further information.

Appendix J - Word Processor Procedure

This document outlines the criteria and protocols for the use of word processors in examinations at Wickersley Partnership Trust (WPT), ensuring compliance with JCQ Access Arrangements and Reasonable Adjustments (AARA) and Instructions for Conducting Examinations (ICE).

1. Core Principles

- The use of a word processor is an access arrangement designed to remove barriers for disabled candidates.
- The SENDCo is responsible for making informed decisions on the use of word processors based on JCQ regulations.
- The need for a word processor must be considered on a subject-by-subject basis, as assessment demands vary.
- Arrangements must not compromise assessment objectives or provide an unfair advantage.
- Candidates must have established the use of a word processor as their normal way of working and had appropriate opportunities to practise before their first exam.

2. Criteria for Awarding a Word Processor

A candidate may be awarded the use of a word processor (including computers, laptops, or tablets) where they have a firmly established need. This includes candidates with learning difficulties affecting legibility, medical conditions, physical disabilities, sensory impairments, poor handwriting, or significant planning and organisational problems. Word processors will not be granted simply because a candidate prefers to type, can work faster on a keyboard, or uses a laptop at home.

Use may also be considered for temporary injuries or impairments arising after a course has started.

3. Technical Requirements and Security

To maintain the integrity of the assessment, the following technical standards apply:

- **Hardware**: Hard-wired PCs are the preferred equipment but offline, Wi-Fi disabled laptops are also acceptable.
- **Software Restrictions**: Word processors must have spelling and grammar checks, predictive text, and AI tools switched off.
- **System Security**: The device must be cleared of previously stored data and must not allow access to the internet, email, social media, or unauthorised applications such as calculators or spreadsheets.
- **Formatting**: Candidates must use a minimum of 12pt font and double spacing.
- **Exams Accounts**: These will prevent the use of the internet, ensure students are barred from AI tools and any predictive text features. Spelling/grammar checks will also be disabled.

4. Operational Procedures

Candidates are reminded to include their centre number, candidate number, and unit code on each page as a header or footer. If the software used (such as Notepad) does not allow this, details must be handwritten under supervision after printing. Candidates must save work at regular intervals. Where possible, IT technicians will set up "autosave" to prevent work loss. After the exam, the candidate must be present to verify that the printed script is their own work. If the number of compliant devices is insufficient for a cohort, the group may be split, with security maintained through supervision and staggered start times.

Appendix K1 - Internal Appeals Procedure

1. Purpose and Scope

This procedure confirms the compliance of Wickersley Partnership Trust (WPT) with JCQ regulations regarding the right of a candidate to appeal centre decisions. It covers appeals regarding internal assessment, post-result services, access arrangements, and special consideration.

2. Deadlines for the Submission of Marks

The following dates are the deadlines by which centre-assessed marks must be submitted to the awarding bodies. Candidates must be informed of their marks at least fourteen calendar days before these dates to allow for the internal appeals process.

Date	Qualification	Details	Exam Series
10 December	WJEC Technical Awards	Submission of marks	January
10 January	BTEC Tech Award / OCR Cambridge Nationals	Submission of marks	January
15 March	OCR GCSE PE	Submission of marks	June
24 March	Eduqas GCSE Drama	Submission of marks (Unit 1)	June
30 April	NCFE Technical Award	Submission of marks	June
5 May	WJEC GCSE / Vocational Awards	Submission of marks	June
7 May	AQA GCSE	Submission of marks	June
15 May	Edexcel GCSE / BTEC Tech Awards	Submission of marks	June
15 May	OCR GCSE / OCR Cambridge Nationals	Submission of marks	June
15 May	AQA A Level	Submission of marks	June
31 May	AQA GCSE Art & Design	Submission of marks	June

3. Appeals Relating to Internal Assessment (Centre-Assessed Marks)

WPT is committed to ensuring that internal marking is fair, consistent, and in accordance with awarding body specifications. Candidates will be informed of their marks in writing at least fourteen days before the submission deadline. Upon request, the centre will provide copies of marked assessment materials and mark schemes within two working days. Candidates have five working days from receipt of materials to submit a written request for a review of marking using the internal appeals form. Reviews are conducted by an assessor with appropriate competence who has had no previous involvement with the candidate for that component.

4. Appeals Against Post-Results Decisions

Senior staff are available immediately after the publication of results to discuss marks and potential reviews. Informed written consent from the candidate is required before any post-results service is requested. If the centre decides not to support a review of marking, a candidate may submit an internal appeal form at least five working days prior to the internal deadline.

5. Access Arrangements and Special Consideration

The Trust complies with its duty to identify and implement appropriate access arrangements and reasonable adjustments. A candidate may appeal a decision not to apply for a specific arrangement or special consideration if they believe procedures were not followed. Internal appeals forms must be submitted to the Exams Officer within five working days of the decision being made.

6. Malpractice and Administrative Issues

If candidate work is rejected due to suspected malpractice before the authentication statement is signed, the candidate will be informed and has five working days to appeal. Any other administrative decisions that affect a candidate's assessments are also subject to this five-day appeals window.

Appendix K2 - Appeals Log

On receipt, all appeals are assigned a reference number and logged. Outcome and outcome date is also recorded. The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request. The awarding body will be informed if the centre does not accept the outcome of a review – this will be noted on this log.

Ref No.	Date received	Appellant name	Outcome	Outcome date

Appendix K3 - Internal Appeals Form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against a decision to reject candidate's work on the grounds of malpractice
- ☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- ☐ Appeal against the centre's decision relating to access arrangements or special consideration
- ☐ Appeal against the centre's decision relating to an administrative issue

*Where the nature of the appeal does not relate directly to an awarding body's specific qualification, indicate N/A in awarding body specific detail boxes.

Name of Appellant		**Candidate Name** (if different to appellant)	
Awarding Body		**Exam Paper Code**	
Qualification Type Subject		**Exam Paper Title**	

Please state the grounds for your appeal below:

(If applicable, tick below)

☐ Where my appeal is against an internal assessment decision, I wish to request a review of the centre's marking

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature: Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure.

Appendix L - Emergency Evacuation & Lockdown Procedures

Each school will follow its own Emergency Evacuation and Lockdown procedures in order to ensure the safety of candidates and staff during an emergency or security incident while preserving the integrity of examinations in compliance with JCQ *Instructions for Conducting Examinations (ICE)*.

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Exams Policy