



Exam Policy

Version 25/26 - 1.0

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
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Important: This document must be read in conjunction with its associated Risk Assessment.

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted securely and efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

This exam policy will be reviewed annually by the Exams Manager and Assistant Headteacher with responsibility for exams and assessment

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

1. Exam responsibilities

Overall responsibility for ensuring that the school operates as an approved exam centre rests with the Head of Centre.

The Head of Centre, Senior Leadership Team and Examinations Officer must be familiar with the system of public examinations/assessments which operate in the United Kingdom, and must ensure compliance with the following published regulations in order to deliver the qualifications:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for the Conduct of Examinations
- JCQ Adjustments for candidates with disabilities and learning difficulties (Access Arrangements and Reasonable Adjustments)
- All other associated JCQ and Awarding Body documents and instructions:

Head of Centre and SLT are responsible for:

- Providing suitable accommodation and facilities for all examinations and assessments, including centre assessed work and controlled assessments
- Reporting all suspicions or actual incidents of malpractice (Refer to the JCQ document [suspected malpractice in examinations and assessments](#))
- Advising School Governors upon appeals and re-marks procedures
- Liaises with the Exams Officer on relevant curriculum changes affecting exam courses and subsequent entries
- Liaises with the Exams Officer on school policy related to post results services

The Exams Officer is responsible for:

The Exams Officer manages the administration of internal and external exams as well as access to appropriate exam results:

- Advises the Head of Centre, Senior Leadership Team, subject teachers and other relevant support staff on the exams policy and standard procedures as set out by the Joint Council for Qualifications (JCQ) and the Awarding Bodies.

- Advises the Head of Centre, Senior Leadership Team, subject teachers and other relevant support staff on the annual Awarding Body (AB) timetables
- Oversees the production and distribution of an annual calendar for all exams in which candidates will be involved and communicates this with centre staff, governors and candidates
- Communicates regularly with relevant staff concerning imminent deadlines and other exam events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts in line with JCQ guidance
- Administers approved adjustments for Access Arrangements candidates during examinations
- Applies for Special Consideration for candidates who are eligible under JCQ guidance [A guide to the special consideration process](#).
- Identifies and manages all exam timetable clashes
- Accounts for all income and expenditures in respect of examinations
- Line manages the senior exam invigilator and organises the recruitment, training deployment and management of a team of exams invigilators responsible for the administration and supervision of exams
- Implements and maintains systems and processes in support of the timely entry of candidates for examinations
- Ensures candidates' coursework / controlled assessment marks (as well as any other material required by the appropriate Awarding Bodies) are submitted
- Tracks despatch and stores returned coursework/ controlled assessments and any other material required by the appropriate awarding bodies correctly and on schedule
- Raises reports on examinations, including investigations and actions taken to report candidate malpractice
- Manages all actions taken on each day of exams, including handling late or absent candidates
- Prepares and presents relevant information to the Senior Leadership Team on where future procedural improvements might be made
- Arranges the dissemination of examination results and certificates to candidates
- Administers all post-results service requests and notifies changes of grades to Senior Leadership Team and candidates concerned
- Acts as School Appeals officer and; in consultation with the Senior Leadership Team, candidates and parent/guardians, report on the outcomes of appeals

Subject leaders are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Accurate completion of NEA / coursework / controlled assessment policies, procedures, mark sheets and declaration sheets

- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer
- Involvement in post-results procedures

Careers Leader is responsible for:

- Ensuring appropriate access to careers information and guidance for candidates

Teachers are responsible for:

- Support the SENCO by establishing any candidates that may require additional assessment and access arrangements (as soon as possible after the start of an academic course)
- Supplying relevant information on entries, NEA, coursework and controlled assessments as required by the Subject Leader and/or Exams Officer

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Identification and testing of candidates, requirements for access arrangements and subsequent notification to the Exams Officer in good time so they are able to put in place exam day arrangements
- Processing any necessary applications in order to gain approval (if required), including the collecting and keeping of evidence.
- Provision of appropriate additional support to help candidates achieve their course aims
- Work with the Exams Officer and data team in the administration of examinations for pupils with approved access arrangements.

The Lead Invigilator / Invigilator team are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations
- The collection of exam materials from the Exams Officer prior to the start of exams
- The proper distribution of exam papers and all support documentation and materials from the Exams Officer in accordance with seating plans
- Monitoring of candidates during examinations to ensure adherence to all JCQ regulations in the exam room
- Prompt reporting to the Exams Officer of potential errors with exam papers and instances of malpractice
- The collection and proper collation of all exam papers at the end of an exam.
- The return to the Exams Officer and assistance with accounting and despatch as required

Candidates are responsible for:

- Confirmation and signing of entries
- Understanding NEA, coursework / controlled assessment regulations and signing a declaration that authenticates any coursework as their own.

- Raise any relevant concerns they have to an appropriate staff member in a timely manner before and during examinations
- Following the rules defined by the JCQ when undertaking exams, controlled assessment and coursework production

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Head of Centre and the Senior Leadership Teams, working with the Subject Leaders.

Statutory tests and qualifications currently offered by the school are GCSE, BTECs, Cambridge Nationals and Entry Level Certificates.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by the end of January prior to the summer exam series concerned.

Decisions on whether a candidate should not take an individual subject or all NCTs will be taken by the Senior Leadership Team in consultation with the teachers and Subject Leaders

At Key Stage 3, there are no statutory tests at Key Stage 3.

At Key Stage 4, all candidates will be entitled, and enabled to achieve an entry for qualifications from an external awarding body.

3. Exam seasons

During an academic year, external exams will be scheduled as per the exams calendar published by respective exam boards.

Internal exams (mock) and assessments schedule will be decided between the Senior Leadership Team and Subject Leaders, in line with the whole school calendar.

All internal and external examinations will be administered under exam conditions as defined by JCQ ICE.

Exam timetables

The schedule for internal (mock) examinations will be determined by Heads of Department in consultation with Senior Leadership Team and the Exams Officer.

Once confirmed, the Exams Officer will circulate the exam timetables for internal exams and external exams.

4. Entries, entry details and late entries, withdrawals

Entries

Candidates are selected for their exam entries by the Senior Leadership Team, Subject Leaders and teachers.

Candidates, or parents/carers, can request a subject entry, change of level or withdrawal of entry. Requests should be made to the Exams Officer for consideration by the Senior Leadership Team, Subject Leaders and teachers. Malet Lambert School retains the final decision on any such requests.

The centre does not accept entries from external candidates.

Late entries

Entry deadlines are circulated to Subject Leaders via email.

Late entries or amendments made after an awarding bodies deadline are authorised by the Head of Centre or Assistant Headteacher (Assessment & Exams).

Withdrawals

Withdrawals will be made with the appropriate Awarding Body once the Exams Officer has received written confirmation from the Head of Department.

The Exams Officer will then action the withdrawal and send the relevant Awarding Body the appropriate amendment file.

All withdrawals are authorised by the Head of Centre or Assistant Headteacher (Assessment & Exams).

5. Exam fees

The centre will pay all normal exam fees on behalf of candidates.

Late entry or amendment fees are also paid by the centre.

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

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.

Reimbursement of the costs of exams missed (without good cause) may be sought from parents/guardians on approval of the Head of Centre.

6. 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 requirement defined by the legislation., awarding bodies and the JCQ. This is the responsibility of the Assistant Headteacher with responsibility for exams and assessment, working with the exams officer, SENCO and safeguarding officer where appropriate.

The Disability Discrimination Act 2005

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Special needs

A candidate's special needs requirements are determined by the SENCO, doctor and educational psychologist /specialist teacher.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

Access arrangements

The overall administration of Access Arrangements is responsibility of the SENCO and the Exams Officer.

A candidate's access arrangements requirements are determined by the SENCO.

Responsibility for the correct assessment of candidate needs and the accurate maintenance of associated records rests with the SENCO.

The Exams Officer is responsible for applying for access arrangements, and for the administration of access arrangement approvals.

Rooming for access arrangement candidates will be arranged by Exams Officer, with support from the SENCO where necessary.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Officer.

Word Processing Policy

Centres are allowed to provide a word processor, with spelling and grammar checks facility/predictive text disabled, to a candidate where it is their normal way of working within the centre, unless the awarding body specifications state otherwise.

A word processor cannot be granted to a candidate because he/she wants to type rather than write in an examination, or because they can work faster on a keyboard. The use of a word processor must reflect the candidate's normal way of working. A word processor will have the facilities to print off the candidates work once the exam is over. The candidate must be present to verify that the work printed is theirs before it can be sent to the exam board and a cover sheet will be completed to confirm the candidate work.

The Exam's Officer will work with the IT team to ensure internet access and non-essential programmes are disabled on any word processor used. This includes access to known AI programmes and websites.

Our SEND team will set out the types of candidates which it considers would benefit from the use of a word processor through our exam concessions testing. If a candidate accrues an injury during the examination season and is unable to write a laptop will be provided by the exams team and all rules will still apply.

Contingency Planning

Contingency planning for exams administration is the responsibility of the Assistant Headteacher with responsibility for exams and assessment, with support from the Exams Officer.

Contingency plans are available to senior leaders, the exams team, and for inspection, and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

7. Managing Invigilators

Whenever possible external invigilators will invigilate for examinations. External invigilators will be used for all external examinations and, where possible, internal examinations.

The recruitment of external invigilators is to be determined by the Examinations Officer in consultation with the Head of Centre, Director of Finance and Administration (DFA) and Human Resources department.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Human Resources department

DBS fees for securing such clearance are paid for by the centre.

Invigilators are selected, trained, deployed and managed by the Exams Officer.

Invigilators' rates of pay are set by the various local agencies and approved by the Head of Centre and DFA.

8. Exam Days

The Exams Officer will book exam rooms after liaison with other users and makes questions papers, other exam stationary and materials available for the invigilation team.

Site management is responsible for setting up the allocated exam halls rooms as directed by the Exams Officer.

The Exams Officer/Lead Invigilators will start and administer all exams in accordance with current JCQ directives as defined by the JCQ General Regulations and ICE documents.

To ensure correct identification of pupils, over and above the schools usual safeguarding procedures governing access to the school site, photographs will be provided to the lead invigilator for each exam location in use. A register will be taken at the start of each exam. Senior Leadership staff will, whenever possible, be available to support.

Subject staff may be present at the start of the exam to assist with identification of candidates but they are not to advise candidates which questions are to be attempted or give any subject related advice.

In practical exams subject teachers may be on hand in case of any technical difficulties in accordance with JCQ regulations.

Subject Leaders may have to be available to the Exams Officer to resolve any issues arising during their subject exam.

Subject teachers are not allowed access to “live” examination papers and materials. Such materials are never to be removed from the exam hall/room before the end of an exam. Used examination papers will be distributed to Subject Leaders by the Exams Officer in accordance with AB directives.

After an exam, the Exams Officer will arrange for the safe despatch of completed examination scripts to awarding bodies.

8. 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 the Senior Leadership Team.

The Centre’s published rules on acceptable dress, behaviour and candidates’ use of mobile phones and all electronic devices apply at all times during examinations.

Candidates’ personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Pupils are asked not to bring valuables to the centre on exam days. A locked room will be provided to pupils in which they can place personal belongings at their own risk before an examination.

Disruptive candidates will be dealt with in accordance with JCQ directives.

Candidates are expected to stay for the full exam time at the discretion of the Senior Leadership Team.

Candidates who have to leave the exam room for a genuine purpose, e.g. toilet breaks or temporary illness must be accompanied by a member of staff at all times. Their re-entry into the examinations room will be at the discretion of the Exams Officer or Senior Invigilator.

The Exams Officer will attempt to contact any candidate who is not present at the start of an exam and deal with any late arrivals in accordance with JCQ directives.

Clash Candidates

The Exams Officer will be responsible for providing supervisors, identifying secure venues and arranging overnight stays (if appropriate).

Special Consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's main reception to that effect. Candidates are advised to do this before 8.30 in the case of morning exams and 13.00 for afternoon exams, but as soon as possible in any case.

The Exams Officer will consult with the head of Centre regarding Special Consideration and submit applications to Awarding Bodies as appropriate, paying attention to the time scales as set out by the Awarding Body.

The candidate must support any special consideration claim for long term illness or family circumstances with appropriate evidence e.g. letter from the candidate's doctor/specialist within 3 days of the exam.

9. Coursework/ Controlled Assessment and Appeals

Coursework/Controlled Assessment

Candidates must prepare coursework and carry out controlled assessments in accordance with JCQ directives and submit it for assessment by due dates.

Subject Leaders will ensure all coursework/controlled assessments are internally assessed and prepared for despatch by the due dates. The Exams Officer will maintain accurate records of what has been sent, when and to whom.

Marks awarded for all internally assessed work are provided to the exams office by the Subject Leaders, adhering to relevant deadlines.

Appeals Against Internal Assessments

The centre has a separate policy on this subject, which is available from the DFA or exams office. The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing by 30 June to the Head of Centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- The Exams Officer will act as Appeals Officer in each instance
- The Head of Centre's findings will be notified in writing as required, copied to the Exams Officer who will forward information; as appropriate, to the associated Awarding Body.

10. Results

Candidates will receive individual results slips on results days,

- In person at the centre
- By post to their home address
- Electronically to their school email address
- Collected and signed for by a nominated family member, friend or representative

The Head of Centre will direct appropriate school opening times to facilitate the issue of results to candidates following receipt of the May/June results.

The provision of staff on results days is the responsibility of the Senior Leadership Team.

Enquiries After Results (EAR)

EARs may be requested by centre staff or candidates following the release of results. A request for a review of marking or clerical check required the consent of the candidate. A request for re-moderation of internally assessed work may be submitted without the consent of candidates.

The cost of EARs will be paid by the centre or the candidate, depending on who is making the request. **If a candidate requests a review of marking against the advice of subject staff, they will incur the associated financial costs.**

All decisions on whether to make an application for an EAR will be made by a member of the Senior Leadership Team

All processing of EARs will be the responsibility of the Exams Officer, following JCQ guidelines.

Access to Scripts

After the release of results, candidates may ask subject staff to request the return of Written papers within three days' scrutiny of the results.

Centre staff may also request scripts for investigation and/or for teaching purposes. For the latter, the consent of candidates must be obtained.

All processing of ATS will be the responsibility of the Exams Officer, following JCQ guidelines.

(See also section 5: Exam fees)

11. Certificates

All academic award certificates are to be collected and signed for by the candidates themselves. However, certificates may be collected on behalf of a candidate by a third party, provided they provide a letter from the candidate authorising them to do so.

Replacement certificates are only request and issued if a candidate agrees to pay the costs incurred.

The centre retains all certificates for two years from the date of issue.

Appendix A – Academic Appeals

This document defines the procedures for routine appeals against the results of national examinations; Enquiries About Results (EAR) and for appeals by pupils and/or the parents/guardians against internal assessment standards.

This document advises on the policy for raising enquiries about results subsequent to the issue of formal results from the various examinations boards that provide services to the school

1. Enquiries About Results

The Post Results Service procedures to be followed for Enquiries About Results (EAR) are detailed in the associated JCQ Booklet.

As a routine, all Subject Leaders will be responsible for reviewing their examination results thoroughly and for notifying the Headteacher and the Examinations Officer (EO) of any concerns or anomalies with the moderation and awarding of said results. It will then be for the parties concerned to agree on the appropriate EAR process necessary to resolve any concerns or issues associated with candidate results.

2. Submission of EAR

The Exams Officer will submit to the associated exam boards (electronically through their respective secure internet sites) all EAR requests, maintaining such paper records as deemed appropriate. The requests are invariably to be submitted by EAR deadline dates dictated by the associated examination season.

The Subject Leaders assist the process by ensuring that, where appropriate, candidates are advised of the proposed enquiry, and approve the submission by signing a Candidate Consent Form, acknowledging that they understand the need for the review, and accept that the outcome could reduce or increase their exam award. Again copies of all papers raised are to be maintained by the Exams Officer.

All resubmissions of candidate coursework are to be properly recorded (by the Exams Officer) to ensure an effective paper-trail throughout the process.

3. Notification of Outcomes

The Exams Officer is to monitor the process and notify outcomes to the Senior Leadership Team, along with the appropriate Subject Lead. Adjusted results are to be notified to the candidate by letter, copied to the Data Analyst.

Review of Centre Marks

Candidates must now be informed of their centre assessed marks for all awarding bodies (AQA, CCEA, OCR, Pearson and WJEC) so that they may request a review of the centre's marking before marks are submitted to the awarding body.

The following must be completed before the published deadlines for the submission of marks if a review of centre assessment marking is requested by a candidate.

- Inform the candidate with an entry for centre assessed work of the mark(s) awarded and advise them that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision
- Allow sufficient time for the review to be carried out, make any necessary changes to marks and inform the candidate of the outcome, all before the awarding body's deadline
- Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate promptly in writing of the outcome of the review of the centre's marking

4. Internal Assessment – Arrangements For Internal Appeals

This document gives guidance regarding the arrangements for internal appeals by candidates and/or their parents/guardians who dispute internal (school) academic assessments, including coursework and controlled assessment moderation.

This process will normally only be applied after all other mechanism within the school, e.g. discussion between candidates, their parents/guardians and the Head of Centre, have failed to resolve issues satisfactorily. It will, therefore, be the final stage in a process intended to resolve disputes, and will only be used in exceptional circumstances, once the already rigorous and transparent appeals processes have been exhausted, to ensure candidates/parents/guardians who still feel aggrieved have a process of natural justice to refer to.

This process does not replace the routines described in Annex A for re-marking examination papers of candidates whose academic ability indicates that they may have been underscored by external moderators.

5. Internal Appeals Process

Appeals Manager

The nominated senior member of staff responsible for administering appeals is Daniel Johansson, Assistant Headteacher for Quality of Education

The Terms of Reference (TOR) of the Appeal Manager is at Appendix A.

Initiating an Appeal

Any parents/Guardian who, having consulted with the appropriate school authorities, still believe that their child has been wrongly assessed academically, or believe that

their child's coursework or national examination results have been under-scored, should write to the Headteacher at the school, giving details of:

- a. The alleged under-score
- b. Any meetings they have had with teachers or Heads of Faculty (HoF) regarding the matter (including dates, times, etc)

The letter should formally request that an independent review of the scoring be undertaken.

The Review Process

In the case of an alleged underscore of internal academic or coursework scoring, the Headteacher or a nominated member of the Senior Leadership Team should immediately advise the Appeals Manager and direct that he/she obtain from the appropriate faculty, all records relating to the alleged underscoring and arrange an immediate independent review. A holding reply should be forwarded to the candidate/parent/guardian concerned along with a copy of the brief at Annex A.

The teacher responsible for making the initial assessment/markings the coursework should also be shown a copy of the letter of appeal, and be given the opportunity to issue a written response, a copy of which must be forwarded to the candidate/parents/guardians.

Assessment/Marking (Paper) Review

It is imperative that the review of papers and associated data be conducted independently by a suitably qualified member of staff having no connection with the original scoring of the candidate. The Appeals Manager should, if appropriate, make arrangements through the Staff Cover Officer to release the member of staff conducting the review from their normal timetable.

The member of staff conducting the review should review all papers and associated data, as appropriate, remark as necessary, and report their findings to the Appeals Manager as soon as possible, but always within one day of the initial tasking. The Appeals Manager is to immediately notify the outcome to the Headteacher.

In the case of a suspected underscoring of nominal examination results, the Headteacher should review the facts and, if appropriate, direct that a submission for re-marking be made to the appropriate examination board by the Examinations Officer.

Note: Submission for re-marking are subject to strict time limitations set by the Awarding Bodies. Therefore, appeals must be made promptly after the results are notified.

Notification of Outcome

The school should, whenever possible, ensure that parents/guardians requesting a review are notified of the outcome within 72 hours of the original request for a review

being received. When the outcome of the re-marking process is known, the results are to be immediately communicated (by phone or by letter) to the parents/guardians concerned.

Personal Hearings

If a candidate or his/her parents/guardians remain unhappy with the written response received, they may seek a personal hearing by an Appeals Panel (nominated by the Headteacher) and Assistant Headteacher and either a Governor or senior member of staff, none of whom should have previously dealt with any part of the appeal.

The candidate/their parents/guardian, and any teacher concerned with the assessment/marking must be given reasonable notice (not less than 72 hours) of the panel convening and candidates should have sight of all relevant documents (e.g., marks given and assessment made).

When a candidate is presenting their own case, they should be allowed to be accompanied by a (single) parent/guardian or friend. Moreover, both the candidate and the teacher(s) concerned must have the opportunity to hear each others submission to the panel.

The Appeals Panel is to submit a detail written account of their decision in the case to the Headteacher within 72 hours of convening. The Headteacher is to immediately notify both the candidate and the teacher(s) concerned of the panel's findings and decision in the matter.

The Headteacher is also to direct that any changes made to a candidate's assessment or coursework marks as a result of a review or Appeals Panel process are immediately recorded and that Awarding Bodies are notified as appropriate.

Administration

Copies of all correspondence and papers pertaining to paper reviews of assessment or coursework marks and Appeal Panel hearings and decisions, including the initial letter of request, all papers generated, and the letter(s) notifying the outcomes, are to be retained as an enclosure on a dedicated "Appeals" file, which is to be held securely by the Appeals Manager until the file is closed. Thereafter, the file is to be passed to the Examinations Officer for retention and archived for a minimum of five years after the date of closure.

7. TERMS OF REFERENCE FOR THE APPEALS MANAGER

The School Appeals Officer is nominated to oversee the process of candidate appeals against internal assessment or examination coursework marking. As such, they will be familiar with the school policy regarding such appeals, a copy of which you should have received to retain as a reference document.

Upon receipt of a directive from the Headteacher, the Appeals Manager will be responsible for the overall administration of the internal review process from beginning to end, including the arrangements for:-

- The independent review; by an appropriate senior member of staff of associated assessment and coursework papers
- Liaison with associated candidates, their parents/guardians and staff concerned as required.
- The formulation and convening of an Independent Appeal Panel when appropriate.
- The collation and (secure) retention of all review, assessments and coursework papers and Appeals Panel decisions.

Note: files containing review materials are to be retained in secure archives for a period of five years after the date of the file closure.

Professionalism and discretion are qualities vital to the Appeals Manager role, in what is fundamentally an “open” appeals system that must be seen to be at all times to be independent and autonomous in its ministrations.

Document to Appellants

Dear.....

The following document is a guide to the procedures adopted by the school to independently review the internal academic assessment or coursework marking of pupils who believe they may have been unfairly assessed or under-scored by teacher staff.

This process will normally only be applied after all other mechanisms with the school, e.g. discussion between candidates, their parents/guardians and the Head of Centre, have failed to resolve issues satisfactorily.

Formal (Paper) Review and Re-Marking Procedure

Upon receipt of a formal (written) request from the parents/guardians of a pupil, the Headteacher will direct that a review of assessment or course marks (as appropriate) is conducted by a senior teacher not concerned with the original grading or marking. This process will be overseen by the school's Appeals Manager (Name).

The Appeals Manager will advise you/your parents/guardians of the outcome of the review within 72 hours of your original request being received.

Internal Review Panel Procedure

If you remain unhappy after the aforementioned (paper) review and re-marking has been conducted, you may submit a further (written) request by an Internal Appeals Panel. The school Appeals Panel will consist of a School Governor and a Assistant Headteacher (who have had no previous involvement with the appeal), who will convene to hear submissions by the pupil concerned and the teacher responsible for the original academic assessment or coursework marking.

Pupils/parents/guardians will be given a minimum 72 hour notice of the panel convening and will be afforded sight of all assessment and coursework concerned with the appeal.

Pupils appearing before the panel may be accompanied by one (1) parent/guardian.

The pupil concerned and the teacher responsible for the original assessment or marking will have the opportunity to hear each others' submissions to the panel.

The panel will report their findings and decision on the matter to the Headteacher within 72 hours of convening, who in turn, will advise the outcome to the pupil and their parent/guardian.

If you have any questions or require further advice please feel free to contact the Appeals Manager at the school.

Appendix B - Exams Malpractice Staff Malpractice Policy

Introduction

This section of the policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally.

Examples of Malpractice

Attempted or actual malpractice activity are unacceptable. The following are examples of malpractice by staff with regards to portfolio-based qualifications.

This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements
- Failure to take reasonable steps to check that the work submitted by students is their own
- Knowingly encouraging or permitting the use of AI in the submission of pupils work

The following are examples of malpractice by staff with regard to examinations:

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

Staff Malpractice Procedure

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

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement

- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

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

Procedures to Prevent Staff Malpractice

It is the responsibility of the Assistant Headteacher (Exams) and Exams Officer to ensure staff are aware of the relevant JCQ guidelines for their subject as well as the malpractice policy. Subject Leads and subject staff will be provided with the relevant documentation to ensure they are aware of what constitutes malpractice as well as procedures for investigating malpractice described below.

Staff Malpractice Sanctions

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

- 1) Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
 - 2) Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
 - 3) Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
 - 4) Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
 - 5) Referral to the school governing body, through the school disciplinary process: Should the degree of malpractice be deemed gross professional misconduct, the member of staff may be referred to the school governing body.
- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's
 - Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's

- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate have be specifically told not to use;
- The alteration of any results document.
- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate

Appeals

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

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

Examples of Candidate Malpractice

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

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate have be specifically told not to use;
- The alteration of any results document.
- Submitting work that is not their own (e.g. work that has been generated through AI)

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment if appropriate. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

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

If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

Procedures to Prevent Candidate Malpractice

It is the responsibility of the Assistant Headteacher (Exams) and Exams Officer to ensure pupils are aware of the relevant JCQ guidelines for examination based malpractice. For non-examination based malpractice, the Assistant Headteacher (Exams) and Exams Officer will work with relevant Subject Leads to ensure pupils are aware of the JCQ guidance for that subject.

The following are steps that will be followed to ensure pupils are aware of what constitutes malpractice and the steps that will be followed following allegations of malpractice. This list is not exhaustive but may include:

- Assemblies for pupils to outline key aspects of the JCQ guidance as well as school specific procedures to help reduce the risk of malpractice (e.g. the use of a bag drop area)
- Use of mock examinations to ensure pupils are aware of relevant processes
- Relevant JCQ guidance shared with pupils and their parents/ carers through written communication home
- Relevant JCQ posters presented for the benefit of the candidates outside each exam location.
- Statement provided to all candidates in advance of each exam, in line with the script provided by JCQ

Appeals

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

Malpractice around the use of AI

The centre recognises Artificial Intelligence (AI) as a threat to the validity and integrity of the examination process, particularly around Non-Examination Assessment and coursework. The growing influence of AI means the risk of pupils submitting work which is not their own is increased.

Artificial Intelligence refers to the ability of computers learn and solve problems in order to produce unique material which simulates human learning. Common AI websites include, but are not limited to, Chat GPT, Notebook LM and Microsoft Copilot.

AI may, therefore, be used to produce pupil work which is then submitted by the pupil as their own.

Subject leaders and staff will be informed of the potential risks of pupils submitting work using AI and ensure they share any suspected malpractice around its use. This will then be investigated by a member of the Senior Leadership Team.

To reduce the risk of this, all known AI websites will be blocked for use in school and pupils will be required to sign the relevant JCQ documentation for the submission of coursework, confirming it as their own work.

Where the use of AI is found to have been used, this will be dealt with using the same procedures governing all malpractice, outlined in this document.

Appendix C – Exams Contingency Planning

Purpose of the plan

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

Alongside internal processes, this plan is informed by the Ofqual Examination system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication 'What schools and colleges and other centres should do if examinations or other assessments are seriously disrupted', and the JCQ Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also confirms Malet Lambert is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2021) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

Possible causes of disruption to the Examination process

1. Examination Officer extended absence at key points in the examination process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the examination cycle not undertaken including:

Planning

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

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 examinations / assessment*
- *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting examinations*
- *examination timetabling, rooming allocation; and invigilation schedules not prepared*

- *candidates not briefed on examination timetables and awarding body information for candidates*
- *confidential examination / 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*

Examination time

- *examinations / assessments not taken under the conditions prescribed by awarding bodies*
- *required reports / requests not submitted to awarding bodies during examination / assessment periods, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

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

Centre actions to mitigate the impact of the disruption

- In the event of Examinations Officer extended absence, Headteacher to appoint an acting Examinations Officer as soon as possible, ensuring the key tasks as listed above are understood
- Data Manager / IT support to assist in tasks which involve SIMS
- Examination Boards to be kept informed of developments
- Examinations Officer to ensure essential information is available to the Headteacher and Senior Leadership Team
- Annual membership to The Exams Office <https://www.theexamsoffice.org/>
- Examinations Procedures – resources to support processes include: Examination Officers Annual Handbook, Examinations Calendar, Annual Examinations Plan, Examination Day checklist
- Examinations Officer to ensure the Examinations policies and procedures are up to date at all times
- Invigilation training for new staff to be completed

2. Assistant Headteacher (Exams) absence at key points in the examination process

Criteria for implementation of the plan

Key tasks not undertaken including:

Exam timetables not being approved in a timely manner

Exam entries not being approved in a timely manner

Reporting of all suspicions or actual incidents of malpractice not co-ordinated

School governors not advised upon appeals and re-marks procedures

Centre actions to mitigate the impact of the disruption

- Duties to be shared around the SLT, as directed by the Headteacher, to mitigate impact

3. Headteacher extended absence at key points in the examination process

Criteria for implementation of the plan

Key tasks not undertaken including:

Key decisions around issues of malpractice not dealt with in a timely manner

Final decisions on appeals and complaints not dealt with in a timely manner

Centre actions to mitigate the impact of the disruption

- Final decision on these areas to be handled by a designated Deputy Headteacher or acting Headteacher (if applicable).

4. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

- *candidates not tested / assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *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*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Examination time

- *access arrangement candidate support not arranged for examination rooms*

Centre actions to mitigate the impact of the disruption

- Headteacher to appoint an experienced member of the SEND team as acting SENCo as soon as possible
- Testing and Assessments continue to be carried out by qualified members of the SEND team
- Applications for Access Arrangements to be made in conjunction with the Examinations Officer
- Senior members of the SEND team to be fully up to date with JCQ Regulations
- Check documentation with SEND Clerical Support

5. Teaching staff extended absence at key points in the examination cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Final entry information not provided to the Examinations Officer on time; resulting in candidates not being entered for examinations / assessments or being entered late / late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set / issued / taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and, therefore, not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Adjust the timetable as far as is practicable to ensure subject specialist teachers are teaching examination groups
- Head to appoint acting CD or subject teacher/specialist supply staff, as required

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct examinations

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- Contact other invigilators on our contact list to bring them into school
- Use trained agency staff on our contact list
- If possible, reseat examinations to reduce the number of invigilators that are required

- Combine satellite rooms if appropriate for SEND
- Use senior staff as invigilators, following JCQ regulations

7. Examination rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Examination officer unable to identify sufficient / appropriate rooms during exams timetable planning

Insufficient rooms available on peak examination days

Main examination venues unavailable due to an unexpected incident at examination time

Centre actions to mitigate the impact of the disruption

- Pre-planning is essential.
- Examination rooms are allocated well in advance of the examinations window by Cover and Lettings Managers in consultation with the Business Manager, Assistant Headteacher and the Examination Officer
- Use alternative spaces in school where appropriate
- Reseat examinations, if possible to reduce the number of rooms required
- Invigilators / School staff will assist the Examination Officer in maintaining the security of examination papers should a venue be changed a very short notice.
- Examination Officer to ensure that any late-notice rooms comply with regulations as set out in the JCQ ICE book

8. 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 to mitigate the impact of the disruption

- Failure at Entry Deadline – Assistant Headteacher to liaise with Data Manager / IT Support and Examination Officer to enable a swift resolution to any issues. Examination Officer to contact examination boards as quickly as possible to identify alternative route for processing entries (e.g. via examination board secure websites).
- Failure during examination preparation – Assistant Headteacher to liaise with the Data Manager / IT Support.
- Examination Officer to inform examination boards of ongoing situation
- Failure at results release time –Assistant Headteacher liaise with Data Manager / IT Support and Examination Officer to enable a swift resolution to any issues.

Examination Officer to contact examination boards as quickly as possible to identify alternative route for receiving results (e.g. via examination board secure sites).

9. Emergency evacuation of the examination room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during examination time due to serious incident resulting in examination candidates being unable to start, proceed with or complete their examinations

Centre actions to mitigate the impact of the disruption

- Please see the separate Lockdown Policy (Examinations)

10. Disruption of teaching time in the weeks before an examination – 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

Centre actions to mitigate the impact of the disruption

- The centre to communicate with parents, carers, pupils and staff about the potential for disruption to teaching time and plans to address this.
- Headteacher / Assistant Headteacher to prioritise teaching venues on site for pupils in examination years if possible
- Examination Officer to inform examination boards of developments
- Consider use of alternative venues

11. 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 to mitigate the impact of the disruption

- Centre actions to mitigate the impact of the disruption
- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue
- The correct documentation is completed
- The centre to communicate with parents, carers, staff and candidates regarding solutions to the issue
- Consider use of alternative venues (COVID-19 disruption)
- Follow all national/local guidelines (of the day)

- If pupil tests positive for COVID-19 follow PHE guidelines, including NHS track and trace to ascertain if candidate(s) have been in close contact with other pupils / staff in school
- Contact parents / carers to inform of the procedures
- Consider special consideration applications if pupils are self-isolating (This must focus on options that enable candidates to take their examinations)

12. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Centre actions to mitigate the impact of the disruption
- School will always remain open for examination candidates unless a situation means that it is unsafe for anyone to enter the building
- Examination Officer to inform each awarding organisation which examinations are affected as soon as possible
- Centre to communicate with parents, carers, candidates and staff regarding alternative arrangements
- Alternative accommodation is sought as quickly as possible (COVID-19 disruption)
- Follow all national/local guidelines (of the day)
- Contact awarding bodies for further guidance for a national / local lockdown
- Contact parents / carers to inform of the procedures. Ensure these are widely shared via website and media sources
- Consider special consideration applications if pupils are self-isolating

13. 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 to mitigate the impact of the disruption

- Frequent checks of deliveries of examination papers are made
- Examination Boards are contacted immediately if papers are not delivered by the expected date and act on advice provided by Examinations Boards
- If awarding organisations provide electronic access to examination papers via a secure external network. Examination officer to ensure handling and access to copies when received, made and stored is kept under secure conditions using passwords and encrypted online storage.

14. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts / assessment evidence

Centre actions to mitigate the impact of the disruption

- Examination Officer to communicate with relevant awarding organisations as soon as possible to resolve the issue.
- Scripts to be stored securely according to JCQ regulations until transport is confirmed.
- If alternative secure delivery options are advised, proof of postage is obtained

15. 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

Centre actions to mitigate the impact of the disruption

1. Examination Officer contacts Assistant Headteacher responsible for examinations
2. Contact Examination Board and parents immediately on discovery of the issue
3. Examination Board instructions are distributed to the Examination Officer, Head of Centre, Assistant Headteacher, Subject department, Parents and Pupils

16. Centre unable to distribute results as normal or facilitate post results services (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

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 to mitigate the impact of the disruption

- Unable to access results - Examination Officer will contact awarding bodies regarding alternative options (e.g., download results from awarding body secure websites)
- Unable to distribute results - the centre will communicate with parents, carers, pupils and CDs with details of alternative arrangements (e.g. alternative site). Information also to be posted on the school website and communicated to reception staff / porters / school office
- Alternative arrangements for post-results services to be communicated to parents, carers, pupils, CDs, reception staff, school office

Appendix D – Provider Access

Aims

The enclosed document defines Malet Lambert's arrangements for managing the access of 14-18 providers to pupils at the school. We aim to ensure that there is opportunity for a range of education, apprenticeship and training providers to inform our pupils of relevant technical qualifications during the key transition points in their school career at Malet Lambert. This document complies with Malet Lambert's legal obligations under Section 42B of the Education Act 1997; Information about Technical Education: Access to English Schools.

Pupil Entitlement

Pupils at Malet Lambert are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme, which provides information on the full range of education and training options available at each transition point
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events
- understand how to make applications for the full range of academic and technical courses

Malet Lambert Pupil Progression Statement

Malet Lambert is an 11 – 16 provider which aspires to deliver a coordinated and seamless continuation of pupils' education provision throughout their time at the school. We deliver pupil progression curriculum at the key transition phases, in year 9 and 11, through our guided choices and enrichment programmes. The school has a dedicated Careers Leader and a Careers Guidance Professional who liaises with all local 14-18 educational and apprenticeship organisations, in addition to employers, arranging contact between the providers and pupils where necessary. We are committed to informing our pupils of the full range of learning and technical training pathways which are on offer to them at such transition phases; therefore we use the Hull Connexions careers advice service throughout the academic year for all year groups to provide independent advice on appropriate qualifications and providers for our pupils.

Malet Lambert proactively seeks to build relationships with enterprise, employer and technical training provider partners, especially throughout pupils' transition phases. Activities are timetabled throughout the school year to ensure that providers have opportunities to inform pupils and parents of furtherance and alternative offers in vocational, technical and apprenticeship qualifications. Malet Lambert ensures that the teams involved in guided choices, careers advice and sixth form progression are abreast of local offers for 14-18 education. We deliver training on vocational, technical and apprenticeship qualifications for staff as part of our programme of continuing professional development; delivered in conjunction with the school Careers Leader, Careers Support Officer and the Hull Connexions careers advice service. Malet Lambert offers opportunities for all external providers to inform pupils of their

vocational, technical and apprenticeship qualifications through employer and provider engagement events.

The Malet Lambert progression pathways programme is monitored for quality and impact by the senior leadership team, governance teams and Education Alliance Trust. Such monitoring and evaluation scrutinises access to and opportunities to engage with relevant technical, vocational and apprenticeship providers for pupils' future progression.

Management of Provider Requests

We actively request information from training, apprenticeship and vocational education providers and ensure they are built into our pupil progression programmes in year 9 and year 11.

Any provider wishing to provide information or request access should contact the Careers Leader in the first instance through the school contact number or e-mail at enquiries@maletlambert.hull.sch.uk.

Opportunities for access

A number of events are integrated into the school progression programme and will offer providers opportunities to inform pupils. The Assistant Headteacher for curriculum leads responsibility for liaising with local education providers to ensure all pupils are informed about relevant technical, apprentice and progression programmes.

Providers will be able to access our large careers event as part of National Careers Week in March and should contact the Careers Leader in advance, to book a stand.

Providers are also welcome to leave a copy of their prospectus or other relevant course literature with our Careers Leader who can pass it to our careers library, or communal display boards, house offices and tutor rooms as required.

Appendix E – Word Processing (Exams)

This document is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2022-2023 and Instructions for Conducting Examinations 2022-2023 publications.

Introduction

The use of a word processor in exams and assessments is an available access arrangement.

(AA 4.2.1)

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements on a subject-by-subject basis.

Purpose of the document

This policy details how Malet Lambert complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

The centre will

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not

- simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated away from the main cohort in a separate IT Suite (if available) or classroom.

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)

- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

The centre will ensure that any portable storage medium (e.g. a memory stick) used

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam is over

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

The criteria Malet Lambert uses to award and allocate word processors for examinations

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

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

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the Exams department in liaison with the SENCo.