



**KENTS HILL PARK SCHOOL**

**Examination Policy**

# Kents Hill Park School Examinations Policy

## ADOPTION AND AMENDMENTS TO EXAMINATIONS POLICY

Written February 2021

Section	Governors' Meeting or Committee
Whole Document	LGB – February 2021 (out of committee decision) via Governor Hub
Whole Document	LGB 16 <sup>th</sup> March 2022
Whole Document	Outcomes & Curriculum Committee, 1 <sup>st</sup> February 2023
Whole Document	Curriculum & Standards Committee, 29 <sup>th</sup> January 2024
Whole Document	Curriculum & Standards Committee, 27 <sup>th</sup> January 2025
Whole Document	LGB 9 <sup>th</sup> March 2026
Next review: 2026/2027	

# Kents Hill Park School Examinations Policy

## Aims

- We aim to provide a variety of qualifications which provide all pupils with the opportunity to achieve their full potential by the most appropriate and direct route.
- To provide qualifications that act as an enabler for pupils providing choice and pathways beyond school into further, higher education and into employment.
- Our Examination Policy is based on the concepts of equality, diversity, clarity, consistency and openness and is fully compliant with the Disability Discrimination Act of 1995 and the Equality Act of 2010.
- Our Examination Policy is in accordance with the annual JCQ regulations on the conduct of examinations.
- The centre follows guidelines as set out by the JCQ or other relevant regulatory body as appropriate (eg: BCS, University Admissions, IFS)
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

## Access

Staff, pupils and parents are made aware of the existence of this policy and have access to it on request.

## What pupils can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.

## Pupils can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- Work will be assessed in line with the school's feedback policy.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

## Personnel

The Examinations Officer is responsible for co-ordinating the examinations process and reports to the SLT link for examinations and is assisted by the SENCO.

## Qualifications Offered

1. The decision to offer a new subject or delete an existing one is taken by the SLT.
2. The Examination Centre (the Centre) operates an open policy with regard to examination boards allowing departments to select the most appropriate specifications for pupils.
3. The qualifications offered are decided by the SLT in consultation with the Governors.

## Kents Hill Park School Examinations Policy

### Entries

1. The Examinations Officer submits entries to the examination board in all cases.
2. Subject Leaders are responsible for advising on entries for individual subjects.
3. Subject Leaders and Year Team Leaders, in conjunction with the SLT link for curriculum, are responsible for reviewing entries for individual candidates.
4. Any special registration procedures needed at the start of any other course are the responsibility of the Examinations Officer in conjunction with the Subject Leader.
5. Individual candidates both internal and external are accepted but all entries are through the Examinations Officer. External entries are only accepted if the course is currently offered by the school and are subject to the approval of SLT.
6. Wherever possible, pupil and parental wishes or requirements will be taken into account but where their request is contrary to advice given by the School a disclaimer correspondence is usually required and a fee may be payable.
7. There is an appeals procedure for candidates with respect to internal coursework or controlled assessment marking and any post results enquiries (see Appendix 2).
8. The centre will accept private candidate entries (for exam only qualifications), at the discretion of the head of centre. This is subject to the centre offering the qualification, fees being charged and proof of identity being provided.
9. In the event that a candidate fails to attend an exam without good reason, Kents Hill Park School reserves the right to charge the parents or guardians for the cost of entry.

### Entry Details

1. For all exam entries and registrations the correct board, syllabus name, code and module codes are known by Subject Leaders and communicated to the Examinations Officer. The master list is held by the Examinations Officer.
2. Candidate details held on the Centre database are confirmed by candidate verification of statements of entries.
3. Dates for submission of details to the Examinations Officer are clearly given to individual Subject Leaders and reminders issued as necessary to ensure deadlines are met.
4. There is a comprehensive entry-checking procedure in place for staff and candidates to ensure correct entries are submitted. An entry sheet is provided for each candidate to list all subjects required. This is then verified by Subject Leaders and returned to the Examinations Officer who prints a copy of the entries for each candidate. Once this is verified as correct the examination timetable is printed. This sequence prompts candidates to complete all necessary checks.

### Late Entries, Amendments and Withdrawals

1. Late entries are accepted but may be charged to either the individual or department as appropriate according to the Exams and Charging Annex (See Appendix 6).
2. Post-entry amendments are similarly the responsibility of candidates or departments and may be charged accordingly.
3. Withdrawals from entries require the approval of the SLT curriculum link. Requests must be notified to the Examinations Officer.
4. Parents may insist on the withdrawal of a candidate against the advice of the School, but the late withdrawal fee will normally be charged unless there are extenuating circumstances sanctioned by the Headteacher (see Appendix 5).

# Kents Hill Park School Examinations Policy

## Re-sits

GCSE re-sits may be requested by pupils, parents or Subject Leaders and will be charged according to Appendix 4.

## Fees

1. Candidates are not charged for normal entries.
2. See Appendix 5 for charging arrangements.

## Special needs

It is the responsibility of the SENCO/Deputy SENCO to liaise with the Examinations Officer about access arrangements for candidates with Special Needs. The SENCO will ensure the Examinations Officer has all information needed on each candidate with Special Needs. The Examinations Officer will ensure requests for special consideration will be sent to the Boards and process the replies (See Appendix 1).

## Forecast Grades

1. Forecast grades required by examination boards upon entry of candidates for individual examination sittings, are provided by Subject leaders in consultation with their teaching staff.
2. Forecast grades are collected and submitted to the relevant boards by the Examinations Officer.
3. Forecast grades are not routinely revealed to candidates but can be requested.

## Candidate Briefing

1. The relevant Year Team Leader and SLT link for examinations briefs all candidates entered for external examinations and mock examinations, after consultation with the Examinations Officer.
2. Each candidate is provided with a statement of entry and a timetable.
3. The JCQ Notice to Candidates is published in school and on the website.
4. Candidates are given Coursework / Controlled Assessment Regulations by individual subject teachers.
5. Pupils are required to attend examinations in school uniform and to assemble for registration at designated times and venues which are clearly notified in advance.
6. If study leave is in place, pupils may attend school by arrangement and having registered attendance as instructed.

## Timetabling

1. The External Examinations timetable is produced by the Examinations Officer well in advance of each examination session once clashes have been resolved. This is normally April (for the May/June session).
2. Internal Examinations timetables are produced by the Examinations Officer/Assistant.
3. External Examinations timetables are published in the staffroom and provided to the SLT link for examinations and appropriate Year Team Leaders and from these the Examinations Officer will produce invigilation timetables.
4. Candidates are provided with individual timetables by the Examinations Officer.
5. Composite timetables are also published on notice boards.
6. Invigilation timetables are posted in the staffroom and inside and outside the examination rooms. A copy is also held in Reception.

# Kents Hill Park School Examinations Policy

## Clashes

1. Clashes in examination timetables are resolved in the best interests of the candidate by the Examinations Officer in line with JCQ Policy.
2. Clashes are identified by software but these are not wholly reliable checks and the Examinations Officer will also conduct a manual check. Candidates may also identify clashes to the Examinations Officer upon receipt of their individual timetable.
3. Candidates are consulted about necessary changes to their timetable and the clash resolution process is explained in a letter to parents where necessary. Where a choice of options is available candidates are consulted about the options available to them.

## Invigilators

1. Where external invigilators are required the Examinations Officer is responsible for completing relevant timesheets.
2. Responsibilities of invigilators are summarised in the Invigilators' handbook.
3. The Examinations Officer is responsible for briefing all staff at the start of each External Examination session and will provide training as appropriate.
4. Teaching staff within the School are not routinely required to invigilate internal examinations but may be called on to support behaviour management.
5. In cases of emergency the Examinations Officer or a member of SLT is the contact person in school for invigilators.
6. A designated member of staff will complete the examination register.
7. All invigilators are required to have DBS clearance, in accordance with the school's safer recruitment policy

## Paper Receipt and Storage

1. When Examination Materials arrive at the Centre they are delivered directly to the Examinations Officer.
2. Examination materials are checked at the first possible opportunity by the Examinations Officer. Should there be any errors or omissions the Examinations Officer will contact the relevant Examination Board.
3. All examination materials are always locked away securely.
4. Keys to the Examinations Office are held by the Examinations Officer with a spare held securely by the SLT curriculum link.

## Examination Rooms

1. The Examinations Officer will consult with the SLT link for examinations over provision rooms for examinations.
2. Site staff set out the rooms in consultation with the Examinations Officer according to JCQ regulations.
3. ICT Support are responsible for ensuring that any computer rooms and machines required for online assessments are fit for the required purpose. The Examinations Officer is responsible for ensuring that any computer rooms meet the JCQ regulations.
4. The Examinations Officer is responsible for checking that all the necessary material and equipment is there and that appropriate notices are displayed.
5. A seating plan is provided for each Examination room and the Examinations Officer is responsible for producing the plan for each examination.

## Kents Hill Park School Examinations Policy

6. The Examinations Officer and site staff organise candidate numbers on desks in line with procedures outlined in the Invigilators handbook.

### Examination Procedure

1. Full school uniform and normal school rules apply to all internal candidates throughout the examination period.
2. External candidates are required to sign in at reception.
3. Candidates may have a drink of water with them in a clear, unlabelled bottle during examinations.
4. All candidates are required to provide photo – ID and to display this on their exam desk. Invigilators also hold centrally, a photo library of all pupils.
5. Departments take responsibility for advising candidates of the requirements for their examinations. Staff must be available to verify the appropriateness of equipment at the request of the Examinations Officer. External candidates are individually responsible for providing appropriate equipment.
6. Non-attenders will be telephoned by pupil Services as soon as possible but it is the candidates' responsibility to arrive at the Centre on time.
7. Late arrivals are dealt with in accordance with JCQ regulations.
8. The Centre policy is that candidates may not leave examinations early.

### Starting the Examination

1. The Examinations Officer is responsible for ensuring that all appropriate papers are available for each examination.
2. Exam regulations are clearly stated to all candidates at the start of every examination session during the candidate briefing session. Attention is drawn to the rubric on each paper at the start of the examination.
3. JCQ regulations are displayed in each examination room and at various points around the school. Each candidate has a copy of the school regulations.
4. The Subject Leader or an appropriate subject teacher is present at the start of every examination.
5. ICT Support are present at the start of any online examination and should remain in the room until the invigilator responsible for the exam is happy that the ICT equipment is working as required.
6. Papers are taken to access arrangement and special consideration candidates in a sealed envelope at the start of each individual daily session.
7. Last minute special consideration candidates are dealt with in line with JCQ guidelines. The Examinations Officer is responsible for the paperwork associated with such cases.

### During the Examination

1. The Lead Invigilator is in charge of the examination room and is responsible for starting and finishing each examination.
2. A mobile phone is available for contacting the Examinations Officer, Subject Staff, ICT support or medical assistance.
3. The Invigilators' handbook clearly outlines all communication methods available to invigilators, including the use of runners and mobile phones.
4. A clear emergency procedure for evacuating the examinations room is available in each examination room.
5. Questions papers will be kept securely for at least 24 hours after completion of the exam and may then be shared with subject staff.

# Kents Hill Park School Examinations Policy

## Malpractice

1. Malpractice consists of any actions which undermine the integrity and validity of the examination or assessment and/or undermine the authority of those responsible for conducting the examinations or assessments.
2. Any cases of malpractice in examinations will be dealt with in accordance with JCQ regulations.
3. Any instances of malpractice will be reported to the Head of Centre, Examinations Officer or BTEC Quality Nominee.
4. Incidents of pupil misbehaviour will also be dealt with according to the school's behaviour policy.
5. Incidents of staff malpractice will be investigated and dealt with according to the school's staff disciplinary policy.
6. There is also an examination log book in each examination venue and all incidents are recorded.

## DEFINITION OF MALADMINISTRATION

Maladministration is any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g. inappropriate learner records).

## EXAMPLES OF MALADMINISTRATION

The categories listed below are examples of centre and learner maladministration. Please note that these examples are not exhaustive and are only intended as guidance on our definition of maladministration:

### Examples of maladministration could include:

- persistent failure to adhere to examination board learner registration and certification procedures,
- persistent failure to adhere to examination board centre recognition and/or qualification requirements and/or associated actions assigned to the centre,
- late learner registrations (both infrequent and persistent),
- unreasonable delays in responding to requests and/or communications from examination board.
- inaccurate claim for results and/or certificates,
- failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence,
- withholding of information, by deliberate act or omission, from us which is required to assure Examination Board of the centre's ability to deliver qualifications appropriately
- Early opening of test papers or materials without permission
- Schools making changes to pupils' test scripts or coursework/project work.
- Inflating or deflating teacher assessment judgements to influence school assessment
- Moving the date and time of a fixed exam without notifying the examining board
- Assisting or prompting candidates with the production of answers
- Any cases of maladministration will be dealt with in accordance with JCQ regulations.
- Any instances of malpractice will be reported to the Head of Centre, Examinations Officer or BTEC/ASDAN Quality Nominee.
- Incidents of staff maladministration will be investigated and dealt with according to JCQ and examination board policy and procedure.

# Kents Hill Park School Examinations Policy

## Clash candidates

1. These candidates are kept in isolation under supervision at all times.

## Special Consideration (unexpected)

1. The Examinations Officer and the SENCO decide if special consideration is appropriate.
2. Mock examination data is available centrally in case it is needed in evidence.
3. The paperwork and telephone calls involved with these cases, are the responsibility of the Examinations Officer.
4. All special consideration forms are accompanied by appropriate evidence collected by the relevant Learning Co-ordinator.

## Coursework, Controlled Assessment and Portfolios

1. Controlled assessments will be undertaken in accordance with JCQ and exam board guidelines.
2. All staff and pupils are aware of requirements and deadlines.
3. Specific dates for completion are decided by Subject Leaders.
4. Departments will make clear who marks and moderates internally marked coursework.
5. An Internal Appeals Policy (IAP) is given in Appendix two.
6. Moderator requests for coursework / controlled assessment samples come through the Examinations Officer.
7. Dispatch of coursework / controlled assessment samples for moderation is the responsibility of the Subject Leader. Clear records are kept of which work, subjects, and levels are sent away by the individual departments. Certificates of posting are required and must be retained by Reception.
8. All other coursework / controlled assessments are kept secure and confidential at all times, within departments.

## Results

1. Release of the results is controlled by the Examinations Officer.
2. All staff and pupils are made aware of results' dates by the appropriate Year Team Leader. Letters outlining dates and procedures are provided to all candidates.
3. The Head, SLT curriculum link, SLT link for examinations, Examinations Officer and relevant Year Team Leaders are expected to be present on results days.
4. Pupils receive their results in an envelope or electronically.
5. The Examinations Officer, SLT curriculum link and SLT link responsible for data are responsible for analysis of results.
6. The Headteacher is responsible for press statements.

## Enquiries about results (EARs) and access to scripts (ATS)

1. Candidates are made aware of the opportunities for EARs by their Year Team Leader / Head of Sixth Form ahead of the examination series, and request forms are available of results day.
2. Departments or candidates can request EARs or ATS, but a pupil consent form needs to be completed.
3. For fees for all EARs or ATS, see Appendix 5.

## Kents Hill Park School Examinations Policy

4. EARs and ATS are administered by the Examinations Officer who will keep records of the applications and outcomes.
5. If the centre does not support a candidate's request for an EAR/ATS, the candidate may opt to proceed anyway (charging as per appendix 5).

### Certificates

1. Certificates are carefully checked on receipt by the Examinations Officer.
2. Certificates are distributed to candidates either at Awards Ceremonies or by personal collection. They are NOT posted for security reasons as they must be signed for.
3. pupils are sent a reminder if certificates have not been collected by December following the examination period.
4. Certificates are retained for 3 years after the examination period. If they have not been collected by this date, they are shredded under the direction of the SLT link (Curriculum).

### Personnel and Equipment

1. The post of Examinations Officer is appointed following advertisement.
2. The SLT link for examinations is the line manager of the Examinations Officer.
3. Regular meetings are scheduled between the Examinations Officer, the SLT link for examinations.
4. The SLT link for examinations is the SLT member responsible for raising issues related to examinations at appropriate meetings.
5. Where issues relating to the conduct of examinations are being discussed, the Examinations Officer would attend the appropriate meeting.
6. Examinations Officer training is funded through the INSET budget.
7. All necessary equipment is freely available or easily obtainable for the Examinations Office.

### Policy Review

1. An annual examination report is prepared by the Examinations Officer containing general comments on the conduct of the examinations, the quality of the examination venues, issues relating to invigilation, clashes and candidate issues (infringements) and external candidates. It may contain proposals for changes to the policy or practice.
2. A separate examinations results report is produced by the SLT link for examinations.

### Whistleblowing (Exams)

#### Reporting

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

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

# Kents Hill Park School Examinations Policy

## Examples of malpractice

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

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

## Whistleblowing procedure

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

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

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

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

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

## Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed

Kents Hill Park School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Kents Hill Park School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

## **Kents Hill Park School Examinations Policy**

to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

### **Pupils**

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

# Kents Hill Park School Examinations Policy

## Appendix One Disabilities and learning difficulties examination policy

The school follows the JCQ Access Arrangements, Reasonable Adjustments and Special Consideration Guidelines.

JCQ document: Adjustments for candidates with disabilities and learning difficulties

Candidates with an identified learning difficulty are assessed by an appropriately qualified, independent assessor (an educational psychologist). On appointing the assessor, qualifications are checked.

Staff in Departments should inform the SENCO of pupils who are embarking on a course leading to an examination. SLT Examination Link can then inform individual staff of any special arrangements which individual pupils can be granted during the course and in the examination. In the case of pupils with Specific Learning Difficulties/Visual Impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader pen
- An amanuensis
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

Special arrangements can also be made for pupils to take their examinations outside school e.g. phobic pupils, M.E. sufferers. In these cases, invigilation/examination rules must still be adhered to.

Alternative rooming arrangements must reflect the candidate's normal and current way of working in internal school/college tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room. If a pupil qualifies for a reader and/or scribe in exams, it is now encouraged for them to use the assisted technology Docsplus, this enables them to participate more independently. The Joint Council for Qualifications has regulations in place regarding the use of technology in exams. It is vital that any assistive technology used must be a candidate's usual way of working. To ensure pupils are familiar with its use SEN pupils are issued with Docsplus on iPads for lessons from Y10 upwards and utilise the exam version of Docsplus in all mock exams and assessments.

The SENCO, in consultation with the Examinations Officer will complete the Special Arrangement Request Forms for Special Needs candidates at the beginning of the course and provide the necessary evidence to reach the Examination Boards on the stipulated dates. Boards have a timetable of dates for the ordering of modified/enlarged papers which must be complied with.

The early opening and checking of Special Needs candidates' papers should be conducted in the presence of the Examinations Officer only with the permission of the Examination Board, at an agreed time and any further

Kents Hill Park School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Kents Hill Park School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

## **Kents Hill Park School Examinations Policy**

enlargements/modifications completed by the designated person in good time for the start of the examination. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the Examinations Officer and locked away.

The necessary re-scheduling of internal and external examinations for Special Needs pupils will be co-ordinated with the Examinations Officer e.g. pupils who have extra time cannot fit two examinations in one day.

Candidates with Visual Impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination.

Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of SEND team to ensure that all work is original.

Candidates with a disability are fully supported, in accordance with the school "Single Equality and Non-Discriminatory Policy".

## Kents Hill Park School Examinations Policy

### Appendix Two Non-Examined Assessment

1. Coursework / controlled assessment is defined as any piece of written or practical work, undertaken during the course, not including any externally timetabled exam, which contributes to an externally awarded grade.
2. Pupils must read and understand fully the Notice to Candidates from the JCQ.
3. Any irregularity in coursework discovered before the pupil signs a declaration of authentication will not be reported to the Examination Board, but will be dealt with as an internal disciplinary matter.
4. An irregularity in coursework discovered after the signing of the authentication sheet by the pupil will be reported to the Examination Board which may lead to disqualification from the subject.
5. Coursework must be handed in by the agreed departmental deadline, which is earlier than the final deadline from the Examination Board. This is to enable work to be marked and standardised.
6. Pupils will be given clear instructions as to the time and place for handing in the work.
7. If pupils are absent on the deadline day a parent/carer or friend may bring the work to school. If it is impossible to deliver the work to school, the school must be contacted by phone on the day to give an explanation.
8. If there are any special circumstances, such as a prolonged illness covered by a medical certificate, there is a possibility of an extension however this must be negotiated with the Subject Leader concerned.

#### Internal Appeals Policy - centre assessed marks (GCSE controlled assessments and GCSE non-examination assessments)

Kents Hill Park School is committed to ensuring that whenever their staff mark candidates' work 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. Kents Hill Park School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

#### **Selecting an internal moderator**

Each subject selects one teacher per component as an internal moderator. The internal moderator is usually a head of department, but it can be a subject teacher or suitably experienced teacher. It is their responsibility to check that all teachers for each qualification are marking consistently to the same standard. An internal moderator makes sure ALL pupils in each teacher's class have been judged in the same way, against the same marking criteria for that component.

#### **How does internal moderation work?**

- The internal moderator looks at **all** pupils' marks for that subject. Each subject teacher marks their own pupils' work. The internal moderator then checks the marking of each of these teachers at the top, middle and bottom of the mark range to see if they agree with the marks. At this stage some marks may change.

Kents Hill Park School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Kents Hill Park School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

## Kents Hill Park School Examinations Policy

- If the internal moderator needs to change marks for the marking they have reviewed, they should expand the range of marks they are checking by looking at other pupils' work. If the internal moderator finds a consistent trend or pattern in a teacher's marking, they may adjust the marks of other pupils' work, marked by the same teacher, in line with this trend or pattern.
  - By internally moderating the marks, the internal moderator produces a final list of all the school's marks for that qualification. The marks are listed in descending order - with the highest marks at the top and the lowest marks at the bottom. This is called a rank order. We call these the internally
  - Internal moderation confirms that **all** marking within each school is consistent and fair to **all** pupils who have been entered for the same component.
1. Kents Hill Park School will ensure that candidates are informed of their center assessed marks so that they may request a review of the center's marking before marks are submitted to the awarding body.
  2. Kents Hill Park School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the center's marking of the assessment.
  3. Kents Hill Park School will, having received a request for copies of materials, promptly make them available to the candidate.
  4. Kents Hill Park School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
  5. Requests for reviews of marking **must** be made in writing.
  6. Kents Hill Park School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
  7. Kents Hill Park School will 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 review.
  8. Kents Hill Park School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
  9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
  10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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 Kents Hill Park School and is not covered by this procedure

## Internal Moderation ASDAN Qualification

Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all Tutors/Assessors and that outcomes are fair to all Pupils.

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore, there must be reliable and auditable record-keeping systems in place.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open accurate and detailed records are kept of internal moderation decisions

The centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose.
- apply a strategy that will provide a representative sample across all tutor/assessors create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record- keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

## Internal Moderation Process for Centre (ASDAN)

### First 6 weeks of term

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Register candidates

### Term 1b

- First round of formative internal moderation to be conducted
- All student work will be moderated if numbers < 5.
- One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation.

- Minutes taken.

#### Term 2b

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio.
- Any action noted by IM on first round to be checked and signed off.
- Meeting held to discuss issues arising.

#### Term 3a

- Co-ordinator to establish candidates and units to be put forward for external moderation (as required)
- Summative internal moderation to be conducted

## **Appendix Three**

### **BTEC/ASDAN Appeals Procedure**

#### **Appeals Procedure**

All pupils will be informed about the appeals procedure and have access to a copy of the written procedure. The Appeals Procedure is set in three stages and a member of the Senior Management Team will be responsible for the management of internal appeals.

The Head of the Centre will be provided with any appeals and their outcome.

There are 3 only grounds on which a learner can appeal:-

1. *If he/she feels the grading criteria were being met but the teacher failed to recognise this*
2. *If he/she feels that they have not been supported appropriately during the assessment of the unit by the assessor*
3. *If the teacher is not willing to accept alternative evidence as meeting the evidence requirement*

#### **Stage 1**

1. The learner communicates the grounds of appeal to the assessor by completing the Stage 1 of the appeals form and providing the evidence for assessment. The form can be obtained by the learner seeing the programme leader.
2. The assessor makes the programme leader and quality nominee aware of the grounds of appeal and then re-assesses the work in the normal way against the unit requirements.
3. The assessor will complete the outcome part of the Stage 1 form.
3. The assessor communicates the re-assessment again to the learner and makes the programme leader aware of the outcome.
4. If the learner is still dissatisfied with the outcome of the 1<sup>st</sup> stage of appeal then we move to Stage 2.

**This stage should be undertaken in no longer than 3 working days**

#### **Stage 2**

**This stage should be undertaken in no longer than 3 working days**

#### **Stage 3**

1. The learner communicates the grounds of appeal by completing the final part of the appeals form and supplying the relevant evidence to the quality nominee.
2. At this stage the quality nominee will call a meeting of at least 3 people to re-examine the evidence (at least one of whom should not have been involved with the assessment decision).
3. The work will be re-examined by this team and they will complete the part of the Stage 3 form.
4. The Quality Nominee will then seek to hold a meeting with the Head of Centre and learners concerned to communicate the outcome of the appeal.
5. Pupils can have representation by a parent/guardian if requested.
6. Written records of all appeals should be kept by the school including the outcome of the appeal and reasons for the outcome.
7. A copy of the appeals record should be given to the learner.
8. Full details of any appeal must be made available to the exam board on request.
9. The exam board should be informed by the school if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the school.

**This stage should be undertaken in no longer than 5 working days**

Edexcel will consider an appeal from a centre only after the centre's own internal appeals procedure has been exhausted. Edexcel generally expects most appeals from individual learners to be resolved within the centre.

## Appendix FOUR

### Exams and Charging

Scenario	School Procedure
Subject Leaders wanting specifications and past papers	This comes from subject departmental budgets
Late entries	Where a name has been omitted from a list checked by the Subject leader, the department pays the late fees associated with the entry
Late entry to joining school mid qualification	Where a pupil joins the school mid qualification in years 10 or 11 the school will pay any late fees associated with the entry.
Amendments to entries such as change of tier or changing from full course to short course	Changes of tier after entry closing involve a refund of the original fee and payment of a new entry fee and late fee. In these situations if the request is from a Subject Leader, the late fee is paid by the Department. If this is within a month of entry closing this is a double fee; if it is after a month it is a quadruple fee. Parents are asked to sign a statement of entry which is their agreement to subjects and tiers of entry. They are given two weeks to return this. During this two week period all changes will be paid for by the school. If a parent wishes to make changes after this two week period, they will be charged all late fees.
Resits	In KS5, if a re-sit is wanted by the Department, the Department will be charged for this Sixth formers re-sitting L2 qualifications will not be charged if they are being taught these courses. If they are not being taught them, parents will be charged. In KS4, if a re-sit is wanted by the Department, the Department will be charged for this. In KS4, if a re-sit is wanted by a parent and not supported by the Department, parents will be charged for this. All late fees associated with re-sits will be charged.
Withdrawals	Withdrawals do not incur any cost to the school for one month from entry closing as the school claims a refund. After this month, the cost of withdrawals (i.e. the original entry fee) will be paid for by exams unless it is a withdrawal requested by parents which the school does not support in which case the original entry fee will be charged to parents.
Holiday issues	The school will not authorise holidays during term time. If a parent goes ahead regardless and the pupil misses an external exam the parent will be charged the original exam entry fee.
Missed exams	These will be judged on a case by case basis by the relevant Learning Co-ordinator.
Incomplete/non-existent coursework meaning that a pupil cannot pass the exam	pupils are not usually withdrawn for this reason. They will still be entered and the fees paid by Exams. Withdrawals need the approval of Assistant Head.
Late cashing in fees	This is the responsibility of the Subject Leader. Any late cashing in / certification fees will be charged to the Department.

Review of Marking	Any review of marking requested by Subject Leaders are charged to Departments unless there is a grade change. Review of marking are normally only undertaken if the mark is within 5 marks of a grade boundary. If parents/candidates want a review of marking without the school's support, they will be charged for this
Access to scripts/ photocopy of scripts	If this is wanted by the Department then the Department will be charged the cost.
External candidates	These are charged the original entry fee plus an admin fee.
BTEC registrations	These are paid by Exams. Any late fees will be charged to Departments.
Additional University Admissions Tests	The centre will cover the costs of rooming and provision of invigilators and any other administration relating to the tests.

## Appendix Five

### Exam Office Contingency Plan

#### **Purpose of the plan**

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

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

#### **Causes of potential disruption to the exam process**

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

#### Criteria for implementation of the plan

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

- *Planning*
  - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - annual exams plan not produced identifying essential key tasks, key dates and deadlines
  - sufficient invigilators not recruited and trained
- *Entries*
  - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
  - candidates not being entered with awarding bodies for external exams/assessment
  - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
  - exam timetabling, rooming allocation; and invigilation schedules not prepared
  - candidates not briefed on exam timetables and awarding body information for candidates
  - exam/assessment materials and candidates’ work not stored under required secure conditions
  - internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators
- *Exam time*
  - exams/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates’ scripts not dispatched as required to awarding bodies
- *Results and post-results*
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

#### Centre actions:

- Head of Centre to appoint member of administrative staff to take over responsibilities should absence of EO have the potential to affect the meeting of deadlines.

- Staff member to work closely with EO to ensure they are up to date with the exam cycle and responsibilities at each point in time. This will be done under the supervision of the Assistant Head and Head of Centre.

## 2. SENCO/Year Team Leader extended absence at key points in the exam cycle

### Criteria for implementation of the plan

- Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:
  - *Planning*
    - candidates not tested/assessed to identify potential access arrangement requirements
    - evidence of need and evidence to support normal way of working not collated
  - *Pre-exams*
    - approval for access arrangements not applied for to the awarding body
    - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
    - staff providing support to access arrangement candidates not allocated and trained
  - *Exam time*
    - access arrangement candidate support not arranged for exam rooms

### Centre actions:

- Head of centre responsible for ensuring position is filled should absence have the potential to disrupt exam preparation.
- EO to ensure access arrangements are in place by the Spring term of Year 10 for all pupils where possible.
- EO to plan access arrangements for exam days in advance of the Summer series, in consultation with SENCo/SLT Exams Link.

## 3. Head of Centre extended absence at key points in the exam cycle

Head of center has overview of exam cycle, organisation of exams administration and invigilation. Responsibility to maintain the integrity of the examination cycle

### Center Actions:

- Role of Head of Center would be temporarily delegated to the Curriculum Deputy Heateacher or commensurate member of the Senior Leadership team.

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

### Criteria for implementation of the plan

### Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

#### Centre actions:

- EO responsible for ensuring deadlines are met for estimated entries. Any omissions to be referred to Head of Centre.
- Head of Centre responsible for ensuring the priority for teaching is the examination cohort and staff will be covered in good time, by trained professionals, in all circumstances.

#### **5. Invigilators - lack of appropriately trained invigilators or invigilator absence**

##### Criteria for implementation of the plan

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

##### Centre actions:

- EO responsible for recruitment of invigilators in the Autumn term of the summer series. Advance planning required to ensure enough are available for the sittings.
- Head of Centre to be informed if recruitment necessary.
- Cover supervisor and Examinations Administrator Staff to also receive up dated exam invigilator training to ensure back up is available in case of invigilator absence.

#### **6. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

##### Criteria for implementation of the plan

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

##### Centre actions:

- EO responsible for ensuring planning of rooms is completed by the end of the Spring term to identify potential rooming issues.
- Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident.
- Head of Centre to liaise with EO to ensure no disruption due to room shortages.

#### **7. 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:

- EO to contact awarding bodies directly to arrange alternative methods of information exchange.
- Head of Centre to be informed.

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

##### Criteria for implementation of the plan

Kents Hill Park School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Kents Hill Park School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

- 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:

- Head of Centre responsible for finding alternative venues/methods of learning.
- Priority given to exam cohort.
- Centre to communicate with parents and Pupils.

**9. \*Centre unable to open as normal during the examination period**

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

*\*In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Open for candidates only if possible.
- Use alternative venue, in agreement with awarding organisations.
- Offer Pupils the opportunity to sit the next series.

**10. 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:

- Procedures for absence outlined to pupils in examination booklet information given each year.
- EO to liaise with pupil and parents to find alternative venue/advise on next opportunity to sit the examination/apply for special consideration as required.

**11. \*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:

- EO to communicate with awarding bodies for approval of alternative delivery arrangements

## **12. \*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:

- EO to communicate with awarding bodies immediately.
- pupil marks to be submitted based on appropriate evidence.
- Candidates offered the opportunity to retake in subsequent series.

## **13. \*Centre unable to distribute results as normal**

### Criteria for implementation of the plan

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

### Centre actions:

- EO and Head of Centre to assess alternative arrangements for issuing results with the regulators.
- Head of Centre to inform transition schools, Pupils and parents about delays as soon as possible.

*\*information taken from the Joint contingency plan for the examination system in England, Wales and Northern Ireland*

## **Appendix SIX**

### **Disability (Exams) Procedure**

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre

*“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010\*. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.*

*\*or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”*

JCQ *General regulations for approved centres (GR)*

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

#### **The Equality Act 2010 definition of disability**

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments (AA)*

#### **Identifying the need for access arrangements Roles and Responsibilities**

##### **Head of Centre**

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA

##### **Senior Leaders**

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

##### **Special Educational Needs Coordinator (SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA

##### **Teaching Staff**

- Inform the SENCo of any support that might be needed by a candidate

### **Assessor of candidates with learning difficulties**

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication AA

### **Requesting access arrangements**

### **Roles and responsibilities**

#### **Special educational needs coordinator (SENCo)**

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

#### **Exams Officer**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role

### **Implementing access arrangements and the conduct of exams**

### **Roles and responsibilities**

#### **External assessments**

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication *Instructions for conducting examinations* (ICE).

#### **Head of Centre**

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

#### **Special Educational Needs Coordinator (SENCo)**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

#### **Exams Officer**

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE

#### **Other relevant centre staff**

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

#### **Internal assessments**

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

*“Externally marked and/or externally set practical examinations taken at different times across centres are*

Kents Hill Park School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Kents Hill Park School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

*classified as 'NEA'."*

JCQ publication *Instructions for conducting non-examination assessments*.

### **Special Educational Needs Coordinator (SENCo)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates

### **Internal exams**

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

### **Special Educational Needs Coordinator (SENCo)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

### **Teaching Staff**

- Support the SENCo in implementing appropriate access arrangements for candidates

### **Facilitating access - examples**

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	Reader/computer reader	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p>

## Appendix Eight

### Non-examination assessment procedure

#### Introduction

This policy affects the delivery of subjects of reformed GCSE qualifications which contain a component(s) of non-examination assessment.

*“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

JCQ *Instructions for conducting non-examination assessments (NEA)*

#### Purpose of the policy

The purpose of this policy, as defined by JCQ in NEA, is to

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments

#### What are non-examination assessments?

*“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.*

*There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are: task setting; task taking; task marking.” (NEA)*

#### Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

##### Head Teacher

- Ensures that the centre’s *non-examination assessment policy* is fit for purpose
- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

##### SLT

- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

##### Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

#### **Subject Leader**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

#### **Subject Teacher**

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries
- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

#### **Exams Officer**

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment Task setting

#### **Issuing of tasks: Subject Leacher**

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

#### **Task taking Supervision: Subject teacher**

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents

**Advice and feedback: Subject Teacher**

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

**Resources: Subject Teacher**

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

**Word and time limits: Subject Teacher**

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

**Collaboration and group work: Subject Teacher**

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- Ensures that it is possible to attribute assessable outcomes to individual candidates.
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment.
- Assesses the work of each candidate individually.

**Authentication procedures: Subject Teacher**

- Where required by the awarding body's specification.
- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
- signs the teacher declaration of authentication confirming the requirements have been met.

- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer.

#### **Presentation of work: Subject Teacher**

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions.
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.

#### **Keeping materials secure: Subject Leader\Teacher**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored.
- Follows secure storage instructions as defined in NEA 4.8.
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

#### **ICT Manager**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

#### **Task marking – externally assessed components**

##### **Conduct of externally assessed work**

##### **Subject Leader**

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

##### **Exams Officer**

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.

- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication

### *Instructions for conducting examinations*

#### **Submission of work**

##### **Subject Teacher**

- Provides the attendance register to a Visiting Examiner.

##### **Exams Officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.
- Where candidates' work must be dispatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Dispatches the work to the awarding body's instructions by the required deadline.

#### **Task marking – internally assessed components**

##### **Marking and annotation**

##### **Subject Teacher**

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

##### **Internal standardisation**

##### **Quality assurance (QA) lead/Lead Internal Verifier**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

##### **Subject Teacher**

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

## **Consortium arrangements**

### **Subject Leader**

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

### **Subject Leader**

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

### **Exams Officer**

- Arranges completion of form JCQ/CCA *Centre consortium arrangements for centre - assessed work*
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

## **Identification of Candidates**

### **Exams Officer**

Arrange senior member of staff will be present in the Main hall as candidates are registered, and also will be present as candidates are admitted to the exam room.

Where candidates have Access arrangements. As in a different room these will be overseen by a member of the exams team that has an established knowledge of these candidates.

The exams officer will arrange for a photo record of the candidates will also be available for invigilators in the Sports Hall.

## **Submission of marks and work for moderation**

### **Subject Leader**

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid

transcription errors

- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

#### **Exams Officer**

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
  - Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- 
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline.
  - Ensures that for postal moderation
    - work is dispatched in packaging provided by the awarding body
    - moderator label(s) provided by the awarding body are affixed to the packaging
    - proof of dispatch is obtained and kept on file until the successful issue of final results
    - Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

#### **Storage and retention of work after submission of marks**

##### **Subject Teacher**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

##### **Exams Officer**

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

## External moderation - feedback

### Subject Leader

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

### Exams Officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

## Access arrangements

### Subject Teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

### Special Educational Needs Coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

## Special consideration

### Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - is absent
  - produces a reduced quantity of work
  - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

### Exams Officer

- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

## Malpractice

### Head Teacher

Kents Hill Park School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Kents Hill Park School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

#### **Subject Teacher**

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

#### **Exams Officer**

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

## Enquiries about results

### Head Teacher

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

### Subject Leader

- Provides relevant support to subject teachers making decisions about enquiries about results

### Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

### Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

## Spoken Language Endorsement for GCSE English Language

### Head Teacher

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language Endorsement

### Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

### Subject Leader

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

### Subject Teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions

- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

#### **Exams Officer**

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

#### **Withdraw of qualifications**

**There may be a number of reasons for the withdraw of an examination qualification from the Kents Hill Park curriculum offering :**

- lack of demand for the qualification
- qualification no longer meets the needs of the student population
- qualification subject matter is no longer relevant
- units and qualifications are owned by other awarding organisations who have decided to withdraw.
- lack of funding

#### **School qualification withdrawal process**

##### **Stage 1 – Decision to withdraw**

- All current Kents Hill Park School qualifications will be reviewed by the person designated as having responsibility for accreditation, annually or more frequently if the situation requires.
- They will consider entry data, attainment levels, qualification relevance and regulatory changes.
- In the event that a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the Head of School.

##### **Stage 2 – Managing the Withdrawal**

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work at an alternative centre.

##### **The plan will:**

- specify how the interests of learners in relation to the qualification will be protected.
- detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, centres and learners providing details of all deadlines including the last date for accepting entries and the last date for certification.

## **Conflicts of Interest Statement**

A conflict of interest in this context can be defined as a situation that has the potential to undermine the impartiality of a teacher, assessor, and internal moderator because of a person's self-interest, professional interest or public interest.

- The awarding body must be aware of any potential conflicts of interest that may impact on the outcomes of internal assessment and ultimately the award of a qualification.
- All staff will be made aware of the following examples of potential conflicts of interest, though this list is not exhaustive:
- A member of staff works for a centre and a family member takes a qualification at the same centre
- A member of staff at the centre is completing a qualification delivered and assessed by the centre
- Teacher, assessor or internal moderator working with more than one centre or private training provider
- Teacher, assessor or internal moderator partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with
- A member of centre staff involved in the delivery or outcome of a qualification having a family connection with an awarding body's registered learner or learner's family.

If aware of a conflict of interest, or the potential for there to be one, staff must make this known as soon as possible to the Head of School. This will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates

## Appendix Eight

### Internal Appeals Procedure – EAR.

#### Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal.

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. The Exams Officer will email details of these procedures to the Pupils, and information will be available via the school website.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- advise the candidate to access a copy of his/her script to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the **internal appeals form** at least 5 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting a RoR.

Candidates or parents/carers are not permitted to make direct representations to an awarding body.

## Addendum 1: **Cyber Security**

Based on JCQ guidance on Cyber Security 2023

User/email accounts that are used to provide or manage access to awarding body systems, information or data must follow the best practice guidance set out by JCQ. By following these best practices, KHP staff can significantly reduce the risk of unauthorised access and protect sensitive information and other valuable assets

### **Create unique passwords.**

Use a password creation approach such as three random words to generate suitably secure passwords. Research shows that password length is a more valuable defence than complexity.

- Never use easily guessable information such as birthdays, singular names or common words for a password.

*Attackers can easily discover these and will frequently try to find out this sort of information.*

- Always use a strong unique password for every account used and never use the same password across any other account.

*When passwords are reused, a single account breach puts all accounts with the same shared password at immediate risk. Attackers frequently use breached email and password lists to try to gain access to other services.*

### **Keep all account details secret.**

- Never share login/password details or additional factor/authentication codes with anyone else.

*Attackers will often try to trick people into sharing those details with them by pretending to be from their awarding body, a technical support team or other organisation.*

- Each person who needs access to a system should request their own user account and never share an account assigned for their use with anyone else.

*Remember that anything done with an account assigned to someone will be attributed to that person in the first instance.*

### **Enable additional security settings wherever possible**

Activate two-step verification (2SV)/two-factor verification (2FA) or multi-factor authentication (MFA) wherever available. Doing this adds a layer of account security that requires users to take an additional action or to provide an additional verification such as a fingerprint, code, or confirmation via an authentication app.

2SV/2FA /MFA only helps to protect users if the extra steps/factors are protected. Attackers will try to trick users into granting access/sharing codes, so these factors need to be kept as securely as passwords.

KHP Staff must use an institutional device to provide 2SV/2FA /MFA. This must be a KHP issued tablet or mobile phone.

## **Update any passwords that may have been exposed**

- If there is a suspicion that an account or password has been compromised staff should inform their line manager and see internal IT assistance immediately.
- Passwords and accounts should be changed as soon as possible. The new passwords should not be shared with anyone.
- When changing passwords, strong unique passwords (e.g. three random words) should always be used. Old passwords should not be reused nor should cycling through a small set of passwords across multiple accounts be used.

When passwords are reused, or follow a discernible pattern, attackers have tools that will help them to identify such password reuse/cycling patterns.

## **Set up secure account recovery options**

- Updated account recovery options such as alternate email accounts or phone numbers should be set up or kept to facilitate access to accounts in case of a lockout or compromise.

*Attackers will try to use account recovery options (e.g. another email account specified as the recovery account) to take over an account, so wherever possible 2SV/2FA/MFA security should be enabled on all such accounts to ensure they remain secure from hackers.*

## **Review and manage connected applications.**

- Exams officer and IT support team review and remove access for third-party applications or services that no longer require access to accounts on a termly basis.

Attackers can breach services that users have been given access to and then use that access to attempt to access the user's accounts.

Access should only be provided to trusted services.

Centre staff should be particularly cautious when interacting with content and services (e.g. quizzes, prize draws, surveys etc.) on social media platforms as these are often used by attackers to access user information.

- Be cautious when granting permissions to applications and grant only the necessary access required for them to function.

This is particularly relevant where apps ask for permissions that don't seem to make sense given the nature of the app. For example, a Word Search app that wants access to a user's contacts and be able to send SMS messages should be regarded with suspicion. Only download and install applications with established reputations from trusted sources.

- Passwords should not be saved to local web browsers. This is particularly important where there is shared access to a device or web browser.
- An exception to this is where a secure password manager extension is used in a browser that requires unlocking (e.g. with another password) before the saved account details can be retrieved, however care should be taken to ensure that this is locked/signed out of after use.
- Saving account details (usernames/passwords) on local web browsers that anyone using that browser can then access weakens account security. Enabling additional security controls on accounts such as 2SV/2FV/MFA or using a secure password manager can prevent others from accessing accounts in such circumstances.

- When using a shared browser, browser history and caches should be cleared out after use. The use of private browsing functions to reduce the usage trail left on any such browser should also be considered.

### **Stay alert for all types of social engineering/phishing attempts**

- Care should be taken if unsolicited or unexpected emails, instant messages, or phone calls are received asking for account credentials or personal or confidential information. Passwords and 2FA/MFA authentication codes should not be given out to anyone.

Attackers will often try to 'hack the human' first as it's cheaper and quicker for them than a technical attack. Centre staff should develop a healthy wariness of anyone or anything that seems to want to gain their trust, rush them into doing something or that just seems off. If in doubt, hang up/don't reply and don't click on links or take any action and check with a trusted party via a secure channel (i.e. call awarding body customer services via a known support number).

- Users should never approve or authenticate a login request that they did not initiate.

Attackers who obtain a username and password will try to get the user to share any 2FA/ MFA code with them or to approve the login request via some other means. They may try to convince the user that they need to confirm their identity and will send a secret code that the user needs to read out to them or ask for approval of a request they send in an authenticator app. In reality they are attempting to login to the account, are triggering the 2FA/MFA challenge and are trying to trick the user into giving them that code or approving access. Requests to share codes/approve logins should not be approved and requests to do so should be treated with a high degree of suspicion.

- Do not click on suspicious links, download attachments or scan QR codes from unknown sources.

QR codes are easy for attackers to generate and are being increasingly used in phishing attacks. Caution is needed when scanning a QR code and wherever possible a secure QR code scanner with a good reputation should be used to help gauge whether a QR code is suspicious or malicious.

- Verify the authenticity of any communication by contacting the organisation directly through official known channels.

Be wary of unsolicited inbound phone calls even where the caller's number appears genuine. Attackers will sometimes use number 'spoofing' services that mask their real number and make it look like the call is from a genuine trusted number. If in doubt, hang up and call back via a known trusted number.

- Report any phishing attempts which reference awarding bodies/their systems to the awarding body concerned immediately.

JCQ and awarding bodies can send out communications to centres where notable attacks are observed, but rely on centres and centre staff to flag notable attacks to them. Any such attempts should be reported to awarding bodies.

### **Monitor accounts and review account access regularly**

- KET IT support team Centre staff are responsible for the routinely reviewed for any suspicious, unusual or unauthorised activity in staff examination board accounts and emails.

If any suspicious, unusual or potentially unauthorised activity on awarding body systems is observed this should be immediately reported to the relevant awarding body, particularly if it is believed that user account security may have been compromised.

- KET IT support team in consultation with the examinations officer and head of centre must ensure user access is reviewed promptly for staff who have left Kents Hill Park School.

*Leaving ex-employee access in place increases the danger of inappropriate/unlawful access to systems and data.*

- KET IT support team in consultation with the examinations officer and head of centre must review levels of access **termly** to ensure accounts have the minimum level of access required for their current role.

Over-privileged accounts present an increased risk should an attacker gain access to the centre's systems. It might seem easier to give staff access to everything, but if an attacker gets into a user account, they will also have access to everything.

## **Cyber Security Best Practice**

KET IT support staff, Head of centre and Exams officer should stay informed about the latest security threats and trends in account security and educate staff on how to identify phishing attempts, secure devices and protect systems and data.

The National Cyber Security Centre (NCSC) provides excellent and comprehensive [cyber security advice for schools](#) that are relevant for all centres – the key points from this have been included in the previous section.

The NCSC advice and guidance should be observed for any IT systems used within a centre, particularly those where learner information, learner work or assessment records are held. Doing so can prevent adverse effects to staff and learners in the event of a cyber attack.

Other topics covered by the NCSC training and guidance include:

- Establishing a robust password policy
- Enabling multi-factor authentication (MFA)
- Keeping software and systems up to date
- Implementing network security measures
- Conducting regular data backups
- Educating employees on security awareness
- Developing and testing an incident response plan
- Regularly assessing and auditing security controls

By adopting these industry standard cyber security best practices, Kents Hill Park School can significantly reduce the risk of cyber attacks and protect their valuable data and assets.

If Kents Hill Park experience a cyber attack which impacts any learner data, assessment records or learner work, contact with their awarding body should be made immediately for advice and support.

## **Access and storage of candidates' electronic work and NEA assessment material**

### **JCQ REGULATION 3.19**

*Kents Hill Park must ensure that candidates work is backed up and should consider the contingency of candidates work being backed up on two separate devices including one off-site backup. Centres must implement appropriate security arrangements which protect candidates work in the event of IT system corruption and cyber attack.*

Kents Hill Park School Examination Officer and Head of Centre must ensure that all submitted candidates work should be stored electronically in a secure onsite network location. The work should only be accessible by the Exams Officer, Head of Centre and designated IT support staff. The network location should be secured in line with school network security policy.

KET IT support team must ensure that a **secure real time active backup** of candidates' work must be stored offsite.

## Addendum 2: Use of Artificial Intelligence in assessments (AI)

*Kents Hill Park Staff should be familiar with the JCQ guidance for centres provided by JCQ February 24v6*

### Definition of AI in assessments

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

Teachers and students should also be aware that AI tools are evolving quickly but there are still limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots and Generative AI websites are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

#### Answering questions

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

There are a number of AI chatbot tools available including but not limited to Copilot, Gemini and ChatGTP.

Kents Hill Park School must make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment. They should also make students aware of the centre's approach to plagiarism and the consequences of malpractice. Centres should consider communicating with parents to make them aware of the risks and issues and ensure they support the centre's approach.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information

- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>).

### **Use of AI in marking**

Staff should not use AI tools to mark and assess student work.

AI is a fast-evolving technology and there will need to be careful and regular review of practice and policy around this area.