



AL BASMA BRITISH SCHOOL

Policy: External Exams Policy

Approved/reviewed by	
Governors/Head of Centre	
Date of next review:	September 2024

This plan is reviewed annually to ensure compliance with current regulations.

EXTERNAL EXAM POLICIES, PLANS AND PROCEDURES

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Section 1 - Rationale

This policy should be read in conjunction with the Joint Council for Qualification's publications:

General and Vocational Qualifications, General Regulations for Approved Centres, 1 September 2023 to 31 August 2024

and

Instructions for Conducting Examinations 1 September 2023 to 31 August 2024 (ICE booklet)

Exam success is once again becoming the defining element within most Key Stage 4 qualifications. It is therefore essential that students are prepared for and supported throughout this process.

The purpose of this policy is to ensure that:

- the planning for, and management of, exams is conducted efficiently and in the best interest of students
- an efficient exam system is provided, with clear responsibilities and guidelines for all relevant staff

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

The policy is a working document and will be reviewed annually.

Section 2 – Roles and Responsibilities

Role	Name(s)
Head of centre	Allison McDonald
Exams officer line manager (Senior Leader)	Allison McDonald
Exams officer	Vikki King
SENCo	Dr Sarika Jubin
SLT member(s)	Mohammad Mudassar, Bart Fowler, Hasib Osmani
Senior Teachers	Shirjeel Jahanzeb, Ally Dervan
Accounts	Shameer Abdulkader
IT Administrator	Anubhash Babu, Darlyn Mativia Conilas
Site Supervisor	Paul McDonald, Zaldy Del Castillo

Head of Centre

The Principal retains overall responsibility for the School as an exam Centre. However, oversight of exam policy and practice is the responsibility of the Exams Officer.

The Exams Officer is responsible for:

- ensuring the JCQ external exam regulations are adhered to at all times
- entries are made in a timely manner and all students are aware of what exams they are sitting in each exam series
- external exam timetables, application procedures (as set out by the various awarding bodies) and changes to JCQ exam regulations
- communicating regularly with Subject Leaders about exam board processes, practice and deadlines (including those of Non-Examined Assessments and Controlled Assessments/Coursework)
- ensuring students and their parents are informed of and understand those aspects of the exam timetable that will affect them
- providing and confirming detailed data on estimated entries to examination boards
- receiving, checking and storing securely all exam papers and completed scripts
- administering access arrangements and making applications for special consideration (in consultation with the Head of School), in consultation with the SENCO and in accordance with JCQ regulations
- identifying, consulting on and managing exam timetable clashes
- submitting students' Non-Examined Assessment and/or Controlled Assessment/Coursework marks, and the dispatch of samples requested correctly and on schedule
- managing the organisation and conduct of external examinations across the School
- creating the exam invoices for each student and informing accounts and parents
- line managing the Exam Invigilator(s) and training and monitoring of a team of exams invigilators responsible for the conduct of exams in a specific room
- arranging the dissemination of exam results and certificates to students; forwarding, in consultation with the Assistant Vice Principal and, any appeals/re-mark requests and liaising with students as appropriate
- maintaining systems and processes to support the timely entry of students for their exams

- accounting for income and expenditure relating to all exam costs/charges
- all exam papers and other relevant materials are taken to the exam room before the start of each exam
- all exam rooms are set up and staffed in accordance with JCQ regulations
- the exam invigilation team understand their role and conduct exams efficiently and in the best interest of the students

School Leadership Teams

School Leadership Teams are responsible for:

- understanding the potential impact of changes to the School Performance tables for their students and School
- communicating with parents as appropriate
- ensuring all exams relating to their School are planned for and conducted efficiently, in the best interest of the students and in line with JCQ regulations
- analysing results and presenting a report to the Principal's Team/Governors as requested.

Subject Leaders

Subject Leaders are responsible for:

- understanding the assessment arrangements for all courses run within their departments and liaising with the Assistant Vice Principal and Exams Officer regarding any changes
- consulting with the Assistant Vice Principal and Exams Officer regarding potential withdrawals/changes to entry and informing once agreement is reached
- liaising with the Exams Officer about all assessment/exam processes and procedures relating to their subject area, including Non-Examined Assessments and/or Controlled Assessments/Coursework
- ensuring all exams relating to their subject area are conducted efficiently, in the best interest of the students and in line with JCQ regulations
- analysing results and presenting a report to the Principal's Team as requested.

SEN Co-ordinator

The SEN Co-ordinator, in liaison with the Head of Inclusion, is responsible for

ensuring appropriate access arrangements are sought and in place for identified students.

The SEN Co-ordinator/Head of Inclusion is therefore responsible for:

- understanding and applying JCQ rules for Access Arrangements and Reasonable Adjustments
- liaising with Subject Leaders about the Access needs of students on the School SEN Register
- working with the agreed Special Teacher to assess individual student needs and submitting completed Access Arrangement applications to exam boards in due time (in conjunction with the Exams Officer)
- informing the Exams Officer about students who have agreed Access Arrangements, Reasonable Adjustments and ensuring appropriate (invigilation) arrangements are in place for them

Exam Invigilator(s)

Exam Invigilator(s) are responsible for ensuring:

- they understand their role and conduct exams efficiently, in the best interest of the students and in line with JCQ regulations
- any concerns about student malpractice are reported to the Exams Officer immediately
- any concerns about the exam invigilation team are reported to the Exams Officer immediately
- all exam papers are collected in the correct order at the end of the exam and returned to the exams office
- all exam rooms are cleared and left tidy

Section 3 – Qualifications Offered

The qualifications offered at our Centre are reviewed annually and decided by the Principal's Team in consultation with Subject Leaders. The current qualifications offered are:

(i) GCSE's

(i) AS Levels

(i) A Levels

BTEC

Students are required to have 5 (i) GCSE's passes in accepted subjects, as per the

local Ministerial Decree at grade 3 or above to graduate Year 11 and continue to Year 12 to study either AS levels or BTEC. If a student is accepted as a retake candidate by ADEK they will be able to start their AS/BTEC courses upon the understanding that they will need to have the 5 required (i)GCSE passes before March of the next academic year.

Section 4 – The Scheduling of Exams

- GCSE Mock exams are scheduled in the Autumn and Spring terms of Year 11
- External exams are held in accordance with the national schedule each academic year. Exams are available in Oct/Nov, January and June as per the Exam Board schedule
- On-demand assessments can be requested and scheduled in consultation with the Assistant Vice Principal/Exams Officer

Exam Invigilators will be used for non-examined assessments, mock exams and internal assessments scheduled outside normal lesson time.

Section 5 – Exam Entries/Private Candidates

Subject Leaders are responsible for informing the Exams Officer of the exam entries/tiers of entry for their subject areas.

The Exams Officer is responsible for:

- advising subject areas about entry costs, availability and late fees
- contacting Private Candidates and inform them of the same
- making the entries in a timely manner

Section 6 – Exam Fees

- the exams officer will review the exam fees from each exam board and local courier charges and update the exam entry cost per qualification annually
- exam entry fees are paid, initially, by the Centre and then invoiced to parents individually based on the number of exams their child is entered for
- Parents may be charged for late entry or amendment fees if applicable and the correct information was not communicated to the school before the deadline
- Re-sit fees for former students are paid by the candidate

Section 7 – Equality Act 2010

The Centre will meet the disability provisions laid out in the Equality Act 2010, ensuring

that appropriate exam facilities are accessible for all students and that exams are conducted efficiently and in the best interest of the students. This is the responsibility of the Exams Officer.

Section 8 – Access Arrangements

Access arrangements are the responsibility of the Vice Principal for Inclusion, the SEN Co-ordinator and the Exams Officer (see individual responsibilities).

Section 9 – Special Consideration and Reasonable Adjustments

ABBS is committed to complying with all current and relevant legislation in relation to the development and delivery of qualifications. We will ensure that all learners have fair access to assessments where practicable.

A reasonable adjustment may be required where a learner has a permanent disability of specific learning need (s).

A special consideration may be required where a learner has a temporary disability, medical condition or learning needs or is indisposed at the time of the assessment.

Definition of Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during an assessment.

Reasonable adjustments may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- providing and allowing different coloured transparencies.

Reasonable adjustments are approved or set in place by an awarding organisation before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment.

Requesting Reasonable Adjustments

Learners must make their Teacher or Exams Officer aware of any reasonable adjustments they require. The Exams officer is responsible for applying to awarding organisation for reasonable adjustment requests (when appropriate).

Definition of Special Considerations

Special consideration can be applied after an assessment, if there was a reason the learner may have been disadvantaged during the assessment. Any requests to an awarding organisation for Special Considerations, must be made by the Exam's Officer within the set time frame required of the awarding organisation.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

All documents relating to reasonable adjustments and special considerations must be saved and stored securely. The awarding organisation must be given access to any information or documents regarding reasonable adjustments and special considerations, when requested.

Section 10 – Invigilation

Teachers will be used for Exam Invigilation for non-examined assessments, mock exams and internal assessments scheduled outside normal lesson time. The Exams Officer will carry out all appropriate training of invigilators. Invigilators are timetabled and briefed by the Exams Officer.

During out of hour's exams invigilators will be recruited from the Secondary Teaching team and will be paid an hourly rate for invigilating.

Section 11 – Identifying Candidates

An exam ID badge will be created for each candidate and include the following information:

Headshot photograph
Full Name,
Candidate Number
Any approved access arrangements

The badge will be placed on the exam tables in accordance with the exam seating plan.

External candidates must present valid ID when requesting entries and a copy of previous results slips, if applicable. An exam ID badge will then be created for them and be placed on their exam desk for each exam.

Section 12 – Conduct of Students

Students are expected to attend all exams on time and in full School uniform. Personal belongings remain their own responsibility and the Centre accepts no liability

for their loss or damage.

Potential technological/web enabled sources of information such as:

- iPods
- iWatches
- mobile phones
- MP3/4 players and
- wrist watches

are not permitted in the examination rooms.

School Leadership Team are responsible for ensuring all students are present at the start of an exam and for dealing with students who are late to an exam. Students must sit as per the seating plan, their exam ID badge will be placed on the equivalent desk before they enter the exam room.

The Exams Officer is responsible for ensuring appropriate provision is made for students who have a clash of exams and for liaising with the School Leadership Team as appropriate.

Students are expected to remain for the duration of the exam (any exceptions to this rule being agreed by the Exams Officer in consultation with the Head of Centre and Assistant Vice Principal.

Students must behave appropriately at all times and in accordance with exam board/JCQ regulations. They may only leave the exam room for a genuine purpose and must be accompanied by a member of staff; they must return as soon as is possible.

In written exams, students must not write inappropriate, obscene or offensive material on the examination paper.

The Head of Centre is responsible for investigating suspected malpractice. The Centre will follow the JCQ Malpractice Guidance.

Should a student be absent from an exam, be ill before an exam, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, then it is the student's responsibility to alert the Exam's Officer or the Exam Invigilator to that effect. The student may wish to support any special consideration claim with appropriate evidence, for example by providing a letter from the student's doctor. The Exam's Officer will then forward a completed Special Consideration Form to the relevant awarding body within seven days of the exam.

Section 13 – Emergency Evacuation during external exams

In the event of the need for an emergency evacuation during a scheduled external examination, students will follow the School's Emergency Fire Evacuation Procedure.

The Exam's Officer is responsible for reporting these instances to the relevant

examination board.

Section 14 – Results, Enquiries about Results (EAR's) and Access to Scripts

The School issues individual result slips to students on Results Day in August, January and March of each year. Students may choose to collect these in person or have them collected on their behalf by a third party, provided they are authorised in writing by the candidate to do so.

The Exams Officer will create an online account for each student/exam board and email the details individually to student so they can access their results online.

The Exams Officer is responsible for arranging Results Day, in conjunction with the Assistant Vice Principal of Secondary. The Head of Centre is responsible for ensuring the School is open on Results Day.

Review of Marking

Review of Marking can be requested by Subject Leaders if there are reasonable grounds for believing there has been an error in marking, after consultation with the Assistant Vice Principal and Exams Officer. In such cases the re-mark is paid for by the Centre. The student's consent is required before any EAR is requested.

If a student or parent requests a Review of Marking and the Centre does not support this, the student may apply to have an enquiry carried out. If a student requires this against the advice of the School, they will be charged.

ATS

Subject Leaders may request scripts for teaching purposes after results have been released and by the deadlines specified by the Exam Boards (the consent of students must be obtained). Such requests must be agreed by the Vice and Exams Officer. GCSE re-marks cannot be applied for once a script has been returned.

Section 15 – Certificates

The Exams Officer will inform the students when their certificates have arrived in the centre and can be collected. They need to be signed for by students or collected on behalf of students by third parties, provided they have been authorised by the students to do so.

A copy of certificates is kept by the Centre for at least 3 academic years.

Section 16 – Examinations Contingency Plan

Please see the Exam Contingency Plan on the school website or by requesting it from the Exams Officer.

Further guidance to inform and implement contingency planning

COVID Specific Guidance

General Contingency

Guidance JCQ

Useful Information

Further guidance to inform and implement contingency planning

1.1 Covid specific guidance:

There are a lot of variables, please refer to Government guidelines.

- ✓ [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- ✓ [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- ✓ [Public health guidance to support autumn exams](#) from the Department for Education

1.2 General contingency guidance

- ✓ [Emergency planning and response](#) from the Department for Education in England
- ✓ [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- ✓ [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

JCQ

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

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

Guidance on *access arrangements and special consideration*
<http://www.jcq.org.uk/exams- office/accessarrangements-and-special-consideration>

Useful information

AQA
<http://www.aqa.org.uk/>

Edexcel
<http://www.edexcel.com/Pages/home.aspx>

Cambridge CAIE
<https://www.cambridgeinternational.org/covid/>

JCQ <http://www.jcq.org.uk/homepage.cfm>

Section 17 – Plagiarism Policy

Students are made aware of the existence of this policy and have access to it:

- ✓ On paper from the Exams Officer
- ✓ Electronically on the School Website

All relevant teachers and staff at Al Basma British School are made aware of the contents and purpose of this policy. This policy is reviewed annually and may be revised in response to feedback from students, tutors, and external organisations.

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect disqualification from their assessments if:

- ✓ They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- ✓ They use an unauthorised aid during a test or examination
- ✓ They copy another student's answer during a test or examination
- ✓ They talk during a test or examination
- ✓ They give test information to students who have not yet taken the test.

Where a teacher suspects cheating or plagiarism, they must alert the Exams Officer who will assess the situation with the Assistant Vice Principal and Head of Centre.

If it is considered to be a minor infringement, then the School may:

- ✓ Deal with the matter and provide help and guidance to the student, or
- ✓ Issue a warning about future conduct.

If the incident is considered to be a major infringement, then the School will:

- ✓ Arrange a disciplinary hearing
- ✓ Review the assessment policy with the student concerned; inform them of the disciplinary hearing, and also of their right to appeal
- ✓ Attend the disciplinary hearing with the student.

The Assistant Vice Principal/Subject Leader will listen to evidence from the student and the teacher and will take into account whether this is an internal or external assessment

or examination.

For an internal assessment the Assistant Vice Principal/Subject Leader should:

- ✓ Refuse to accept the assignment and ask for the work to be redone
- ✓ Issue a written warning as to the future conduct of the student
- ✓ Strongly impress on the student the reasons for having

policies

For an external assessment the Assistant Vice Principal for

Quality of Education should:

- ✓ Refuse to accept the assignment and ask for work to be redone
- ✓ Refuse to submit the work for assessment or verification
- ✓ Inform the moderator
- ✓ Determine whether or not to withdraw the student from the course.

The decision will be ratified by the Principal. The decision of the Principal will be final, subject to appeal.

Section 18 – Appeals against Internal Assessment of Work for External Qualifications

Al Basma British School is committed to ensuring that whenever its staff members assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body.

This procedure is available from the Exams Officer.

1. Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (eg the last GCSE written paper in the June GCSE exam series).
2. Appeals should be made in writing by the candidate's parent/carer to the Exams Officer who will investigate the appeal with at least two other members of staff who have not

been involved in the internal assessment decision. If the Exams Officer is not able to conduct the investigation for some other reason, the Principal will appoint another member of staff of similar or greater seniority to conduct the investigation.

3. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.
4. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
5. The outcome of the appeal will be made known to the Principal and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the School and is not covered by this procedure. If you have concerns about it, please ask the Exams Officer for a copy of the appeals procedure of the relevant awarding body.

Appeals Against External Assessment Marks

Where a candidate is unhappy with the mark awarded for a particular exam unit (eg written exam, coursework, practical assessment, etc), a clerical check or review of result may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. The decision as to whether to support such an enquiry will be made by the school on the basis of several factors, including knowledge of the exam system and professional judgement. Should Al Basma British School not support the students request for a review of marking, the student can still request one through the Exams Office. All costs incurred through this process will be payable by the student/parent

Non-examination Assessments and Coursework/Controlled Assessment Policy

Subject Leader

The Subject Leader is responsible for ensuring that:

- ✓ The assessment procedures, as outlined in the department policy and in the regulations published by the relevant examination boards, are properly implemented in practice
- ✓ The workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of Non-examination assessments and Coursework/Controlled Assessments
- ✓ Deadlines are clear, agreed with all teachers in the department, realistic,

published (where possible) for students and their Parent(s)/guardian(s) and shared with all relevant parties, e.g. Heads of School, Form Teachers, etc.

- ✓ All teacher feedback, throughout preparation, will refer to mark schemes and criteria
- ✓ All staff in the department follow the procedures for subject teachers as outlined
- ✓ In the event of student absence the Subject Leader should arrange time and rooming etc. for the student to take the controlled assessment. In the case of extended absence the Exams Officer should be consulted

Subject Teacher

While the Subject Leader has overall responsibility, each teacher is responsible for the implementation of both internal and external assessment procedures relevant to the classes allocated to his/her timetable each year. Each teacher is responsible for implementing the departmental procedures for setting and managing Non-examination assessments and Coursework/Controlled Assessment Policy.

Managing Coursework

- ✓ Ensure students are fully aware of the Non-examination assessments and Coursework/Controlled Assessment task requirements
- ✓ Ensure that students are fully aware of the Non-examination assessments and Coursework/Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school
- ✓ Provide standardised examples work from previous years or from examination board exemplars, where appropriate
- ✓ Make students aware of the Internal Appeals Procedure and the regulations concerning Academic Misconduct, if necessary

Departmental Marking of Coursework

- ✓ Mark all Non-examination assessments and Coursework/Controlled Assessment within the timeframe agreed within the department
- ✓ Throughout, the teacher should provide and retain written feedback on progress and standard to date. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the student or his Parent(s)/guardian(s)
- ✓ Provide the Subject Leader with the Non-examination assessments and Coursework/Controlled Assessment marks and samples within the agreed timeframe
- ✓ The Subject Leader will retain a copy of all pupil marks and make these available to the Data/Exams Lead

- ✓ Attend standardisation and moderation meetings as required by the Subject Leaders and carry out all agreed adjustments to Coursework/Controlled Assessment marks
- ✓ The final raw mark for the Non-examination assessments and Coursework/Controlled Assessment may be provided to students so that they can make sensible decisions about resits. This should preferably be done after the internal moderation and standardisation procedures
- ✓ Annotate final Non-examination assessments and Coursework/Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board

Non-examination assessments and Coursework/Controlled Assessment Policy deadlines:

- ✓ All Non-examination assessments and Coursework/Controlled Assessment should be handed in before or on the submission date; those students who fail to meet this date should not normally have work accepted. The student is given either a mark for any incomplete work submitted or a zero mark if no work is submitted
- ✓ In determining deadline dates, the Subject Leader will consult with the teachers in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration
- ✓ If a student fails to meet set deadlines their teacher should make sure that the student has no valid reason for this failure: any reason given should be discussed with the Head of Department before giving any deadline extensions. If there is no satisfactory reason for failure to meet the deadline then:
 - The teacher will inform the Assistant Vice Principal, the Principal and the Subject Leader
 - The Principal will inform the Parent(s)/guardian(s) about what has occurred

Disciplinary Procedures for Academic Misconduct

- **Academic misconduct** is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.

Academic misconduct may include though not be limited to:

- ✓ **Plagiarism** - Plagiarism is using others' ideas and words without clearly acknowledging the source of that information
- ✓ **Falsifying** or fabricating data - Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results

- ✓ **Collusion** - Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work
- ✓ **Copying** - Copying is when one student copies work from another student, with or without the knowledge of the first student
- ✓ **Personation** - Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work
- ✓ **Any other wilful deception** in any element of an assessment
- ✓ **A student who aids and abets** a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

When a case of suspected academic misconduct has been identified:

- ✓ The teacher involved will collect the evidence and bring the matter to the attention of the Subject Leader and Assistant Vice Principal. The Assistant Vice Principal will examine the evidence, interview the student, consult with the teacher, the Subject Leader, the Principal and students as appropriate and establish the nature and extent of the misconduct
- ✓ If, as a result of this investigation, the Assistant Vice Principal and the Subject Leader are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible
- ✓ Where the student admits to the academic misconduct, the Assistant Vice Principal will make a written record of the interview and request the student to sign the notes as representing an accurate record of the meeting. The Assistant Vice Principal will decide the appropriate penalty in accordance with the previous practice, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.

The Assistant Vice Principal will inform the Parent(s)/guardian(s) of the student by letter of the decision that has been agreed with the Subject Leader and the Head of School. Parent(s)/guardian(s) will have two weeks to appeal against the decision. If this is the case the Assistant Vice Principal and the Subject Leader will invite the Parent(s)/guardian(s) of the student to discuss the original decision. If no agreement can be made then two members of the Senior Leadership Team will hold a meeting with the Parent(s)/guardian(s) of the student, Assistant Vice Principal and other relevant parties to make a final decision. The penalty for academic misconduct will include a disciplinary sanction. Serious misconduct may lead to the student being given zero for that coursework or assessment and they may not be allowed to repeat it

Ownership of Coursework

- The ownership and copyright of coursework assignments are retained by the teacher and the school

- On completion, the coursework submitted by students becomes examination material and the school holds it securely until it has no further value as examination material
- Ownership of this original coursework is passed to the school on submission by the student
- Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes
- Students should retain a copy of their work, as the original work will not be returned
- Where the coursework results in a product, either a physical product or software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff
- The Subject Leader will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

Appeals Procedure

- This school is committed to ensuring that whenever it is teachers who assess students' work, this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available
- An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above
- Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity
- The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area

The Internal Appeals Procedure

If a student believes that his work has not been treated in accordance with the procedures outlined above he may make use of the Internal Appeals Procedure.

- Appeals should be made as soon as possible, and must be made at least four weeks before the end of the last externally assessed paper in that

examinations series

- Appeals should be made in writing to the Exams Officer/Head of Centre who will investigate the appeal
- The Assistant Vice Principal will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the current examination series
- If the appeal results in a change in the mark awarded to the student or his fellow students then the relevant examination board will be informed of the change and the reasons for it
- The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the student's work, and any changes made to improve matters in future
- After a student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure.

Section 19 – Escalation Process

Purpose of the process

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

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to;

Vikki King Exams Officer
Hasib Osmani Assistant Vice Principal

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

- ✓ General Regulations for Approved Centres
- ✓ Instructions for conducting examinations
- ✓ Access Arrangements and Reasonable Adjustments

- ✓ Instructions for conducting coursework
- ✓ Instructions for conducting non-examination assessments
- ✓ Suspected Malpractice – Policies and Procedures
- ✓ A guide to the special consideration process

Main duties and responsibilities relate to:

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

Additional JCQ publication for

reference:

- ✓ Centre Inspection Service Changes

Policies

Specific JCQ publications for reference:

- ✓ General Regulations for Approved Centres (section 5)
- ✓ Instructions for conducting examinations (section 25)
- ✓ Access Arrangements and Reasonable Adjustments

(section 5) Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- ✓ Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to;

Vikki King Exams Officer
Hasib Osmani Assistant Vice Principal

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

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

Main duties and responsibilities relate to:

- ✓ Access arrangements and reasonable adjustments
- ✓ Entries

Additional JCQ publications for reference:

- ✓ Key dates in the examination cycle
- ✓ Guidance Notes for Transferred Candidates
- ✓ Alternative Site guidance notes
- ✓ Guidance notes for overnight supervision of candidates with a timetable variation

Centre assessed work

Additional JCQ publication for reference:

- ✓ Guidance Notes – Centre Consortium

Arrangements Candidate information

Additional JCQ publications for reference:

- ✓ Information for candidates documents
- ✓ Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to;

Vikki King Exams Officer
Hasib Osmani Assistant Vice
Principal

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

- ✓ General Regulations for Approved Centres (sections 3, 5)
- ✓ Instructions for conducting examinations (sections 16-30)
- ✓ Access Arrangements and Reasonable Adjustments (section 8)
- ✓ A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

Conducting examinations and assessments
Additional JCQ publication for reference:

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

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to;

Vikki King Exams Officer
Hasib Osmani Assistant Vice Principal

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

- ✓ General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

Results
Additional JCQ publication for reference:

- ✓ Release of Results

notice Post-results services and

appeals
Additional JCQ publications for reference:

- ✓ Post-Results Services
- ✓ JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- ✓ Certificates