



Matrix
Academy Trust

EDUCATION WITHOUT EXCEPTION

Exams Policy

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Statutory Policy:		Yes	
Date	Version	Reason for change	Source
13.05.24	V1.1	Updated with expanded Appeals procedure	D Lowbridge-Ellis (Update originated at Wednesfield Academy)

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Scope

- 1.1 The purpose of this exams policy is to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates and to ensure the operation of an efficient exams system with clear guidelines for all relevant employees.
- 1.2 It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.
- 1.3 The exams policy will be reviewed every year.
- 1.4 The exams policy will be reviewed by the member of Senior Leadership with responsibility for exams.
- 1.5 Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

2. Exam Responsibilities

2.1 Headteacher:

- 2.1.1 The Headteacher is the 'head of centre' and the most senior operational officer in the organisation and has overall responsibility for the school as an exams centre and it is the responsibility of the head of centre to ensure that all staff comply with the instructions in this policy.
- 2.1.2 The Headteacher is responsible for reporting all suspected or actual incidents of malpractice (refer to the JCQ document *suspected malpractice in examinations and assessments*).
- 2.1.3 The Headteacher will be required to confirm, on an annual basis, that they are aware of and adhering to the latest version of the JCQ regulations. In particular, heads of centre must familiarise themselves with sections 5.1, 5.3 and 5.4 (key parts, but not everything, are reproduced here).
- 2.1.4 This confirmation is managed as part of the National Centre Number Register (NCNR) annual update.
This responsibility cannot be delegated to a member of the Senior Leadership team or the examinations officer, and acknowledgement that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papers

As a contingency to enable the prompt handling of urgent issues only, the head of centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

- 2.1.5 Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments.
- 2.1.6 The head of centre must have the authority to deploy the necessary resources to

ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.

- 2.1.7 The head of centre must ensure that appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries, internally assessed marks.
- 2.1.8 The head of centre must ensure that the examinations officer has sufficient time to perform their role and familiarise him/herself with relevant awarding body and JCQ documentation.
- 2.1.9 The head of centre must ensure that the SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise themselves with the JCQ publication Access Arrangements and Reasonable Adjustments.
- 2.1.10 Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.
- 2.1.11 Has in place a written escalation process should the head of centre, or a member of the Senior Leadership team with oversight of examination administration, be absent.

Escalation process (see Appendix F)

- 2.1.12 Has in place a member of the senior leadership team who will provide effective support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained through an examination series.
- 2.1.13 Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

2.2 Member of Senior Leadership Responsible for Exams:

- 2.2.1 The member of Senior Leadership responsible for exams is responsible for line managing exams.
- 2.2.2 Oversees the exams process, consulting with all stakeholders.
- 2.2.3 Works in consultation with the Headteacher and Exams Officer to ensure administration of exams follows JCQ regulations.
- 2.2.4 Provides support and guidance to the Exams Officer and ensures the integrity and security of exams and assessments is maintained throughout an exam series.

2.3 Senior Leadership Team:

- 2.3.1 Are familiar with the contents of the following annually updated JCQ publications including:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Access Arrangements and Reasonable Adjustments
 - Suspected Malpractice - Policies and Procedures
 - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
 - A guide to the special consideration process
- 2.3.2 Senior Leadership must not be present at the start of an exam if they have prepared the candidates for the examination themselves (I.E. as their teacher).

2.4 Exams Officer:

- 2.4.1 Understands the contents of annually updated JCQ publications including:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Suspected Malpractice - Policies and Procedures
 - Post-results services (PRS)
 - A guide to the special consideration process
- 2.4.2 Manages the administration of exams.
- 2.4.3 Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October each year.
- 2.4.4 Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines.
- 2.4.5 Ensures key tasks are undertaken and key dates and deadlines met.
- 2.4.6 Assists with recruitment of invigilators as required.
- 2.4.7 Trains and deploys a team of internal/external invigilators as required and keeps a record of the content of training provided to invigilators for the academic year and works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room.
- 2.4.2 Advises the Senior Leadership Team, subject and class tutors, and other relevant support employees, on annual exams timetables and procedures as set by the various awarding bodies.
- 2.4.3 Oversees the production and distribution, to all centre employees and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with employees concerning imminent deadlines and events.
- 2.4.4 They ensure that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- 2.4.5 They check with teaching employees that the necessary coursework and controlled assessments are completed on time and in accordance with JCQ guidelines.
- 2.4.6 They provide and confirm detailed data on estimated entries
- 2.4.7 They maintain systems and processes to support the timely entry of candidates for their exams.
- 2.4.8 They receive, check and store securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- 2.4.9 They administer access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- 2.4.10 They identify and manage exam timetable clashes.
- 2.4.11 They account for income and expenditure relating to all exam costs.
- 2.4.12 They ensure candidates' Non-Examined Assessment marks and any other material required by the appropriate awarding bodies are submitted correctly and on schedule.
- 2.4.13 They track, dispatch, and store returned non-examined assessments.
- 2.4.14 They arrange for dissemination of exam results and certificates to candidates and forward, in consultation with Senior Leadership, any post results service requests.
- 2.4.15 They support the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries.
- 2.4.16 They brief other relevant centre staff (e.g. reception staff or teachers) where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials.

2.5 Middle Leaders

- 2.5.1 Accurate completion of exam entry documentation and all other mark sheets and adherence to deadlines as set by the Exams Officer. Attending a meeting with the Exams Officer with documentation whilst exam entries are actually made and then to sign off the entries made.
- 2.5.2 Accurate completion of non-examined assessment sheets and declaration sheets. These are checked by the Exams Officer with the Middle Leader and then they sign to say they are complete.

2.6 Heads of House

- 2.6.1 Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- 2.6.2 Informing Senior Leadership of exam entries for pupils that are dual registered.

2.7 Teachers

- 2.7.1 Supplying information on entries, and non-examined assessments as required by the Director of Learning or Exams Officer.

2.7.1 The Special Educational Needs and Disability Coordinator (SENDCO)

- 2.7.1 Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including: Access Arrangements and Reasonable Adjustments
- 2.7.2 Leads on the access arrangements and reasonable adjustments process including identification and testing of candidates' requirements for access arrangements and notifying the Exams Officer in good time so that they are able to put in place exam day arrangements.
- 2.7.3 Works with the qualified assessor for access arrangements to ensure the correct procedures are followed.
- 2.7.4 Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- 2.7.5 Gather the necessary documents to make application online with JCQ in order to gain approval of access arrangements, if required.
- 2.7.6 Works with the Exams Officer to provide the access arrangements required by candidates in exams rooms.

2.8 Invigilators

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

2.9 Reception staff

- 2.9.1 Complete the confidential materials receipt, secure movement and secure storage log when exam materials arrive on site. Inform site maintenance staff of delivery so that arrangements can be made for the immediate transfer to the exams office.
- 2.9.2 Support Exams Officer in the dispatch of any confidential materials.

2.10 Site Manager

- 2.10.1 Collect confidential materials from reception when notified of delivery and take to the Exams Office as soon as possible.
- 2.10.2 Supports the Exams Officer in relevant matters relating to exam rooms and resources.

2.11 Candidates

- 2.11.1 Are expected to check, confirm and sign to agree entries are correct.
- 2.11.2 Understands non examination assessment regulations and signing a declaration that authenticates this as their own.
- 2.11.3 Ensures they conduct themselves in all exams according to the JCQ regulations.

3. Qualifications offered

- 3.1 The qualifications offered at this centre are decided by the Headteacher. The types of qualifications offered are:
 - Level 1/2 NCFE Award
 - Level 1/2 BTEC Tech Awards
 - BTEC Nationals RQF
 - GCSE
 - A Level
- 3.4 If there is to be a change of specification for the next year the exams office must be informed by 1st July. Informing the exams office of changes to a specification is the responsibility of the Director of Learning.
- 3.5 Decisions on whether a candidate should be entered for a particular subject will be taken by Senior Leadership in consultation with the Director of Learning.

4. Exam Series

- 4.1 Internal exams and assessments are scheduled in the staff calendar.
- 4.2 External exams and assessments are scheduled according to Exam Boards in the relevant series e.g. June Series.
- 4.3 Internal mock exams are held under external exam conditions. Copies of mock examination scripts are kept as a contingency in the unlikely event of exam cancellation (in line with the government guidance of 30th November 2023: <https://www.gov.uk/government/publications/supporting-resilience-in-the-exam-system-in-2023/supporting-resilience-in-the-exam-system-in-2023>)
- 4.4 The Senior Leadership Team decides which exam series are used in the centre.

5. Exam timetables

- 5.1 Once confirmed, the Exams Officer will circulate the exam timetables for external exams by a reasonable date decided by Senior Leadership before each series begins. These will be signed and agreed by the candidate and a copy returned to the Exams Officer to keep on file.

6. Entries, entry details and late entries

- 6.1 Candidates or parents/carers can request a subject entry in writing to the member of Senior Leadership responsible for exams. The decision to agree to or disagree with the request will be made by the Headteacher and communicated to parents via letter within 4 weeks of the original letter.
- 6.2 Candidates or parents/carers cannot request a change of level or withdrawal.
- 6.4 The centre does not act as an exams centre for other organisations.
- 6.5 Entry deadlines are circulated to Directors of Learning via email.
- 6.6 Middle Leaders will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.
- 6.7 Entries and amendments made after an awarding organisation's deadline (i.e. late) require authorisation, via email, of the member of Senior Leadership responsible for exams.
- 6.8 GCSE re-sits are allowed at the discretion of the Headteacher. A level re-sits are not permitted. Re-sit decisions will be made by the Headteacher.
- 6.9 Candidates should be entered under names that can be verified against suitable identification such as a birth certificate, a driver's licence or a passport to prevent problems in the future. For example, if a candidate needs to confirm their results to a third party or obtain a replacement certificate. Whilst the centre is best placed to understand the candidate's circumstances and make an informed decision, a candidate should only be entered under alternative names in exceptional circumstances.

7. Exam fees

- 7.1 Candidates or faculties will not be charged for changes of tier. Withdrawals made by the proper procedures or alterations arising from administrative processes provided that these are made within the time allowed by the awarding bodies.
- 7.2 The Exams Officer will publish the deadline for actions well in advance for each exams series.
- 7.3 GCSE and A level entry exam fees are paid by the centre for the candidates first entry. Re-sit entry fees are paid by the candidate if agreed by the Headteacher.
- 7.4 BTEC and any other vocational qualification registration and entry fees are paid for by the centre.
- 7.5 Late entry or amendment fees are paid by the centre if it is due to a decision made by Senior Leadership. These fees are payable by the faculty if it is due to administrative timelines not being adhered to.
- 7.6 Fee reimbursements are sought from candidates:
 - if they fail to sit an exam.
 - if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

8. Equality Legislation

- 8.1 All exam centre employees must ensure that they meet the requirements of any equality legislation.
- 8.2 The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the member of Senior Leadership responsible for exams.

9. Access arrangements

- 9.1 The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- 9.2 A candidate's access arrangements requirement, and ensuring there is appropriate evidence for a candidate's access arrangement, is the responsibility of the SENDCO.
- 9.3 Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO in liaison with Exams officer.
- 9.4 Rooming and invigilation for access arrangement candidates will be arranged by the Exams Officer in liaison with the SENDCO.
- 9.5 Support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENDCO. Please read the SEND policy.
- 9.6 Invigilators will be informed about the access arrangements for every relevant candidate.

10. Word Processor use in Examinations and assessments

- 10.1 **Matrix Academy Trust fully supports the use of word processors in assessments and examinations in line with JCQ regulations and recommendations.**
- 10.2 Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs. For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic brailers and tablets.)
- 10.3 The use of word processors in non-examination assessment or coursework components will be considered standard practice unless prohibited by the specification.
- 10.4 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. N.B. Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.
- 10.5 The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.
- 10.6 Use of a word processor in examinations is a centre-delegated arrangement. This statement about the use of word processors has been prepared to be shared with stakeholders. Principally, a word processor cannot simply be granted to a candidate because he/she now **wants to** type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.
- 10.7 It is not a reasonable adjustment for a candidate to request use of a word processor because they can type faster than they can handwrite.
- 10.8 The use of a word processor will be as a result of a **well-established SEN need or due to illegible handwriting which has been identified and interventions have been put in place and evidenced over time as being ineffective.**
- 10.9 Students and their parents are at liberty to request permission to use their own word processor or laptop in school at their own risk. This request will be considered by the Headteacher and will be granted if it is agreed it will benefit the student.

- 10.10 A school word processor agreement must be signed before this arrangement can begin and the device has to be PAT tested before it can be used in school. Personal devices brought into school are the responsibility of the student at all times and the school cannot be held liable for any loss or damage.
- 10.11 **Permission to use a laptop or device in class should not be taken to imply permission to allow this arrangement in assessments or exams.** These decisions are taken at the start of the GCSE and A Level courses following testing and consultation with staff.
- 10.12 See appendix C for examples of where the use of a word processor in Examinations would be considered.

11. Contingency planning

- 11.1 Contingency planning for exams administration is the responsibility of the Exams Officer and the member of Senior Leadership responsible for exams.
- 11.2 Contingency plans will be provided via email, on the staff shared area and, if appropriate, the school website and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

12. Estimated grades

- 12.1 Directors of Learning are responsible for submitting estimated grades to the Exams Officer when requested.

13. Managing invigilators

- 13.1 Invigilators will be employed by the school as casual employees. These invigilators will be used for internal mock exams and external exams.
- 13.2 Recruitment of invigilators is the responsibility of the member of Senior Leadership responsible for exams.
- 13.3 Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Human Resources Manager.
- 13.4 Invigilators' rates of pay are set by the Headteacher.
- 13.5 Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer and the member of Senior Leadership responsible for exams.
- 13.6 A record of the training will be held in school to present during a JCQ inspection when required.

14. Malpractice

- 14.1 The Headteacher, in consultation with the member of Senior Leadership responsible for exams, is responsible for investigating suspected malpractice. The current version of *JCQ Suspected Malpractice in Examinations and Assessments* will be followed.
- 14.2 Candidates will be warned of the possible penalties an awarding body may apply as per the current version of JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

15. Exam days

- 15.1 The Exams Officer will book all exam rooms and make the question papers and other exam stationery and materials available for the invigilator.
- 15.2 Site management employees are responsible for setting up the allocated rooms and

- will be advised of requirements in advance.
- 15.3 A member of Senior Leadership or the Exams Officer will start and finish all exams in accordance with JCQ guidelines.
 - 15.4 Subject staff may not be present at the start of the exam or for the duration of the exam. House PAs or the Sixth Form PA may be present to assist with identification of candidates. Any employees present must accord to the rules defined by JCQ concerning who is allowed in the exam room and what they can do.
 - 15.5 Year 11 Form Tutors will support a quiet and calm entry into the room unless they have taught the subject that is being examined. Form tutors will NOT enter the exam venue.
 - 15.6 Sixth Form students all wear a school lanyard with a photograph and name card which will be checked by employees in the exam venue.
 - 15.7 In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.
 - 15.8 Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Directors of Learning in accordance with JCQ's recommendations after all candidates have taken the examination.
 - 15.9 After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

16. Candidates

- 16.1 The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the member of Senior Leadership responsible for exams.
- 16.2 The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- 16.3 In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of any technological/web enabled sources of information e.g. mobile phones, smart watches. Watches of any kind are not allowed. Any precluded items must not be taken into an exam room.
- 16.4 Disruptive candidates will be dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the member of Senior Leadership responsible for exams.
Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.
- 16.5 The Exams Officer and member of Senior Leadership responsible for exams are responsible for handling late or absent candidates on exam day.

17. Clash candidates

- 17.1 The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and all administration in the event of a clash in accordance to JCQ guidelines.

18. Special consideration

- 18.1 Should a candidate be unable to attend an exam because of illness, suffer a bereavement or other trauma, be ill during an exam or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer or member of Senior Leadership responsible for exams to that effect.
- 18.2 The candidate must support any special consideration claim with appropriate evidence

- within 5 days of the exam.
- 18.3 The Exams Officer will make a special consideration application to the relevant awarding body within 7 days of the exam.

19. Internal assessment

- 19.1 It is the duty of Directors of Learning to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.
- 19.2 Marks for all internally assessed work are provided to the exams office by the Director of Learning or Head of Department. The Exams Officer will inform staff of the date by which appeals against internal assessments must be made. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document (see **Appendix A**). Please refer to the Non-Examination Assessment policy.

20. Results

- 20.1 Candidates will receive individual results slips on results days in person at the centre or by post to their home address, if candidates provide a stamped self-addressed envelope.
- 20.2 Results can be collected on behalf of a candidate by third parties, provided the third party have written authority from the candidate to do so. The third party must bring suitable identification with them that confirms their identity.
- 20.3 The results slip will be in the form of a centre produced document.
- 20.4 Arrangements for the centre to be open on results days are made by the member of Senior Leadership responsible for exams, the Exams Officer and the Site Manager.
- 20.5 The provision of the necessary staff on results days is the responsibility of the member of Senior Leadership responsible for exams.

20.6 Enquiries about Results (EARs)

- 20.6.1 EARs may be requested by centre employees or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work will require the consent of all candidates. (see Appendix D)
- 20.6.2 The cost of EARs may be paid by the centre or the candidate dependent upon the circumstances. All decisions about whether to make an application for an EAR will be made by the Headteacher. The guidance offered to candidates about requesting an appeal is published on the website and is provided in envelopes on results day with the Post Results Services form.
- 20.6.3 If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in the centre's Internal Appeals Procedure (IAP) document (see **Appendix A**).
- 20.6.4 All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

21. Access to Scripts (ATS)

- 21.1 After the release of results, candidates may request the return of written exam papers before the exam board deadline using the Post Results Services form (for an example see **Appendix B**). This should be paid for by the candidates directly to the appropriate school and administered by the Exams Officer after the final date for EAR. An EAR cannot be applied for once an original script has been returned.

- 21.2 Centre employees may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- 21.3 Processing of requests for ATS will be the responsibility of the Exams Officer.

22. Certificates

- 22.1 Candidates will receive a letter sent to the most recent address on the school data system with dates to collect their certificates, this letter will also be available on the school website. These should be collected and signed for in person at the centre.
- 22.2 Certificates will not be posted but certificates can be collected on behalf of a candidate by third parties, provided the third party has written authority from the candidate to do so. The third party should bring suitable identification with them that confirms their identity.
- 22.3 Certificates will be held at the School for a total of 12 months. Any certificates not collected after 12 months will be destroyed.
- 22.4 Any certificates arriving later than 1st December 2020 will be kept for 12 months according to the date they arrived in school.
- 22.5 A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

23. Exams & GDPR

- 23.1 The exam centre must comply with GDPR regulations. The exams officer will hold exams related information on candidates and will share this information with awarding bodies. This may relate to exam entries, access arrangements, special consideration and exam results/post results. Candidates will be made aware of information and data relating to exams throughout their course. Please refer to the Privacy notice on the school's website for more information.

Appendix A

Internal Appeals Procedure IAP

Non Examined Assessment (NEA) / BTEC Assignments/ NCFE assignments

Matrix Academy Trust schools are committed to ensuring that whenever its staff mark candidates' Non Examined Assessment (NEA) 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. Matrix Academy Trust schools are 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.

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

1. Candidates must be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Candidates may request copies of materials to assist them in considering whether to request a review (e.g. mark scheme or assessment criteria)
3. The request for a review of marking **must** be made in writing.
4. The candidate will be provided with the materials and sufficient time to allow them to review the materials and make a decision.
5. Sufficient time will then be given for the review to be carried out, to make any necessary changes and to inform the candidate of the outcome, before the awarding body's deadline.
6. The review will be carried out by an assessor who has appropriate competence, no previous involvement in the assessment of that candidate and no personal interest in the review.
7. The reviewer will be instructed to ensure that the candidate's mark is consistent with the standard set by the centre.
8. The candidate will be informed in writing of the outcome of the centre's marking.
9. The outcome of the review of the centre's marking will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
10. For BTEC assessments, if the candidate is unhappy with the review of marking then they have the right to appeal directly to the awarding body.

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 the Matrix Academy Trust school and is not covered by this procedure.

If a candidate's request for an Enquiry about Results (EARs) is not supported by the school, they may appeal in writing to the Headteacher.

Appendix B:

Example of Post Result Services form Matrix Academy Trust

IMPORTANT DATES

Request (Enquiry about Result)	Available to	Deadline Date to notify Exams Office
OCR, Edexcel, WJEC, AQA (Re-mark or Clerical Check)	Year 11	DATE

Payment must be paid on Wise Pay and this completed form must be handed into the Exams Office for processing before the deadline on the DATE by TIME.

Post Results Services Form - GCSE

Candidate Name Candidate No.

Service	Exam Board	GCSE Cost per unit	Paper(s)	Fee
Clerical Check	Edexcel			
Clerical Check	AQA			
Clerical Check	OCR			
Clerical Check	WJEC			
Re-mark	Edexcel			
Re-mark	AQA			
Re-mark	OCR			
Re-mark	WJEC			
			Total Fee £	
			Payable on Wise Pay	

In giving my consent to a re-mark or clerical check, I understand that the final subject grade awarded to me may be lower than, higher than, or the same as the grade which was originally awarded for this subject.

Candidate Signature Date

Post Results Services Form - A Level

IMPORTANT DATES

Candidate Name Candidate No.

Request	Available to	Deadline Date
<u>Urgent Priority 2 Service*</u>		
Enquiry About Result	Year 13	DATE
Priority copy of Script	Year 13	DATE
Enquiry About Result (Re-mark or Clerical Check)	Year 13	DATE
Photocopy/Original Script NB: an enquiry <u>cannot</u> be made once the original script is requested	Year 13	DATE

* Priority Service 2 is offered to candidate's whose place in further/higher education depends upon the outcome.

URGENT PRIORITY 2 SERVICE* payment must be paid on Wise Pay and this completed form must be handed into the Exams Office between the hours of 8:30am – 2:30pm on DATE for processing.

In giving my consent to a re-mark or clerical check, I understand that the final subject grade awarded to me may be lower than, higher than, or the same as the grade which was originally awarded for this subject.

Candidate Signature Date

Service	Exam Board	GCE Per Unit	Paper(s)	Fee
Priority 2 Re-mark	Edexcel			
Priority 2 Re-mark	AQA			
Priority 2 Re-mark	OCR			
Priority 2 Re-mark	WJEC			
If you require a copy of the script after the priority re-mark this must be requested below at an extra cost				
Clerical Check	Edexcel			
Clerical Check	AQA			
Clerical Check	OCR			
Clerical Check	WJEC			
If you require a copy of the script after the clerical check this must be requested below at an extra cost				
Re-mark	Edexcel			
Re-mark	AQA			
Re-mark	OCR			
Re-mark	WJEC			
If you require a copy of the script after the re-mark this must be requested below at an extra cost				
Photocopy of Script	AQA			
Photocopy of Script	OCR			
Photocopy of Script	WJEC			
Original Script	AQA			
Original Script	OCR			
Original Script	WJEC			
			Total Fee £	

Word processor use in Assessments and Examinations at Matrix Academy Trust

Permission to use a word processor in an exam may well be granted for a candidate with:

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

This list is not exhaustive. Each case will be considered on its merits and a decision will be made by the SENDCO in consultation with the Headteacher.

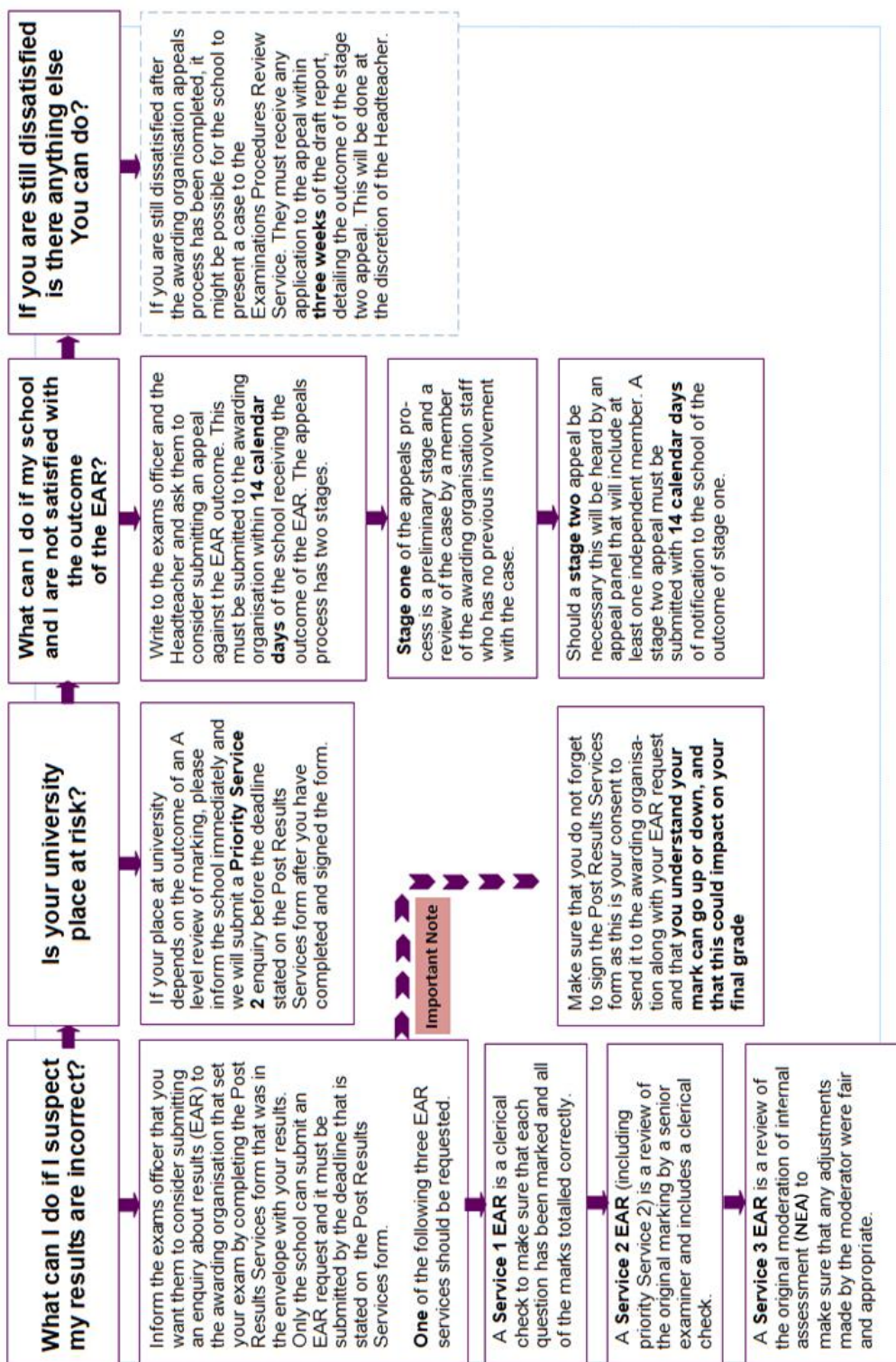
Examples - Word processor

- A candidate who cannot write legibly because she has dyslexia asks to use a word processor in her examinations. It is her normal means of producing written work within the centre because her teachers cannot read her writing. She is very proficient in using a word processor. The SENDCO allows her to use a word processor in her examinations.
- A candidate does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor. This is granted by the SENDCO because it reflects his normal way of working within the centre and is appropriate to his needs. (see point above about use being based on well-established SEN need over time)
- A candidate wishes to use a word processor since this is her normal way of working within the centre. However, the candidate additionally wishes to use the spelling and grammar check facility. Given that she does not meet the criteria for a scribe, the candidate cannot use the spelling and grammar check facility. The SENDCO allows her to use a word processor in line with the regulations as set out in the JCQ 'ICE' booklet.
- A candidate taking an ICT paper wishes to use a word processor with the spelling and grammar check facility enabled. However, the paper is testing his ability to proof-read a document. The SENDCO refuses the use of the spelling and grammar check facility. He uses the word processor with the spelling and grammar check disabled (switched off).
- A candidate who has Dyslexia has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossings-out and omission marks. He requests a word processor and this is granted by the SENDCO. The use of a word processor is appropriate to his needs since it allows him to correct text, sequence his answers and reflects his normal way of working within the centre.
- A blind candidate asks to use a word processor in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has typed. These arrangements are permitted when using a word processor in his examinations. However, if the candidate also wants to use predictive text and/or the spelling and grammar check facility the centre must apply for the use of a scribe.

Examples - Word processor and 25% extra time

- A candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is her normal way of working within the centre and when typing she can produce her written work effectively, and at a speed equivalent to an average handwriting rate. She has no further learning difficulties and so she is awarded the use of a word processor as it removes the barrier presented by her slow handwriting, and only given 25% extra time when she writes by hand such as in GCSE Mathematics examinations.
- A candidate with dyslexia has a below average speed of handwriting and below average scores in areas of cognitive processing and reading speed. As using a word processor is his normal way of working within the centre he has been able to improve his typing speed to match the equivalent average handwriting rate. However, he has persistent and significant difficulties in interpreting questions and formulating his typed answers. He is given 25% extra time, as well as the use of a word processor, as both arrangements are appropriate to his needs.

Appendix D



Appendix E – Full Appeals Procedure

Based on the procedure originally created at Wednesfield Academy

This procedure is reviewed and updated annually to ensure that appeals against any decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ publication **General Regulations for Approved Centres**.

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed)

If teaching staff or a candidate (or their parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is available for externally assessed components of both unitised and linear GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate **Access to**

Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

- Candidates are 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

Candidates are made aware/informed by Assembly and candidate declaration form..

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by Senior leaders and Exams Officer On results day.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, we 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 concern may be justified

For **written** components that contributed to the final grade, we will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking

In all other instances:

Consider accessing the script by:

- (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
- (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access the script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

For **moderated** components that contributed to the final grade we will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample

Candidate consent

We will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent 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
- Only collect candidate consent after the publication of results

Centre actions in the event of a disagreement (dispute)

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

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results 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 making an application for an appeal in writing to the Headteacher. at least fourteen 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 the appeal within seven days of the school receiving the outcome..

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result

- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Appendix F

Exams Escalation Process

Reference in the process to **GR** relates to relevant sections of the current JCQ document **General Regulations for Approved Centres**.

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that our academy has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent (GR 5.3).

This process also supports the academy in being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments. (GR 5.3)

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to the Deputy Headteacher who line manages examinations. In their absence, another Deputy Headteacher.

Main areas of compliance relate to:

The agreement between the centre and awarding bodies (GR 3)

- Third party agreements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication

The responsibility of the centre (GR 5): Centre management

- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register and other information requirements

Centre inspections

- Policies available for inspection

Personal data, freedom of information and copyright (GR 6)

Reference information:

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
- Additional JCQ publications for reference:
- JCQ Centre Inspection Service Changes

Centre-specific reference information:

Matrix Academy Trust Exams Policy with centre-specific appendices

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to

Responsibility for ensuring compliance will be escalated to the Deputy Headteacher who line manages examinations. In their absence, another Deputy Headteacher.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including that candidates' work is backed-up and considering the contingency of candidates' work being back-up in the event of IT system corruption and cyber-attacks; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

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

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

Additional JCQ publications for reference:

- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements
- Information for candidates documents
- Exam Room Posters

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to the Deputy Headteacher who line manages examinations. In their absence, another Deputy Headteacher.

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies (GR 3)

- Retention of candidates' work

The responsibility of the centre (GR 5)

- Conducting examinations and assessments
- Malpractice

Reference information:

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

- General Regulations for Approved Centres (3, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7)

Additional JCQ publications for reference:

- Guidance Notes – Very Late Arrival

Centre-specific reference information:

Candidate Late Arrival Policy

After examinations/assessments

Results and Post-Results

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.18, 5.3)

Responsibility for ensuring compliance will be escalated to the Deputy Headteacher who line manages examinations. In their absence, another Deputy Headteacher.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results

- Post-results services and appeals
- Certificates

Reference information:

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

- General Regulations for Approved Centres (5) Additional JCQ publications for reference:
- JCQ Release of results notice
- JCQ Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Centre-specific reference information:

Matrix Academy Trust Exams Policy with centre-specific appendices.

