

# SPALDING HIGH SCHOOL



## EXAMINATIONS POLICY

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<b>HEADMISTRESS:</b>		<b>Mrs M K ANDERSON</b>
<b>LINK GOVERNOR:</b>	<b>(STANDARDS &amp; SEND) (SAFEGUARDING)</b>	<b>Mrs D MULLEY Mrs F HAUNCH</b>
<b>DATE AGREED:</b>		<b>March 2026</b>
<b>Review Frequency:</b>		<b>Annual</b>

### Executive Summary:

This policy sets out the procedures for the administration of examinations/assessments at Spalding High School. This policy is written to follow the regulations set out in the Joint Council for Qualifications publication: *General regulations for approved centres, 1 September 2025 to 30 August 2026* and due credit is given to this publication in the construction of our School policy.

### Links to related policies:

Artificial Intelligence (AI) Use in Assessments and NEA Policy  
Assessment, monitoring and reporting policy  
Behaviour for learning policy  
Charging policy  
Curriculum policy  
Cyber Security Policy (exams)  
Equality and diversity policy  
Acceptable use (student) policy  
Personal and electronic devices, mobile phone and social media policy  
SEND and inclusion policy

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**Chair of Governors**

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**Date**

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**Headmistress**

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**Date**

## **Section 1: Rationale**

All assessments and examinations will be conducted in accordance with the **Joint Council for Qualifications (JCQ) general regulations for approved centres (September 2025 – August 2026)** and with reference to the following **JCQ publications**:

- Access arrangements, reasonable adjustments and special consideration (2025/26);
- Instructions for conducting examinations (2025/26);
- Instructions for conducting coursework (2025/26);
- Instructions for conducting non-examination assessments and (2025/26);
- Suspected Malpractice in Examinations and Assessments – Policies and procedures (2025/26);
- Guidance on collecting evidence of student performance to ensure resilience in the qualifications system Updated March 2025 (Ofqual).

## **Section 2: Registration, Identification & Certification**

- 2.1 The identification of all candidates will be confirmed on their enrolment to Spalding High School and photographs of all students are taken and kept on SIMS. Candidate cards will include a photo.
- 2.2 A Unique Candidate Identifier (UCI) and a Unique Pupil Number (UPN) will be maintained for each candidate entered for an examination or assessment.
- 2.3 All individual candidates will be registered to the correct programme/examination/assessment within the timescale set by the examination board and in accordance with the awarding bodies' published procedures for that qualification. Heads of Department and the Examinations Officer liaise to ensure the accuracy of registrations.
- 2.4 Candidates who are on roll at Spalding High School will be entered as internal candidates.
- 2.5 Candidates will be made aware of their registration status and will be notified of their examination entries and the dates and times of their assessments and examinations.
- 2.6 The awarding body will be made aware of withdrawals, transfers or changes to candidate details.
- 2.7 Candidates will be identified as they line up for the examinations by the Head of Year and Examinations Officer. A file containing a print out of photographs of all candidates will be available in the main examination venue (the gym). If invigilators have any concerns regarding the identity of a candidate, then a member of SLT will be called. The photographs will be destroyed at the end of the examination season.
- 2.8 Prior to the official dates and times for the release of results to candidates, Spalding High School will keep result files and their contents entirely confidential to the Head of Centre, Examinations Officer and those senior members of staff who, in the opinion of the Head of Centre, need to be made aware of the information.
- 2.9 Provisional statements of results will be issued via students' school email at 8am on results days.
- 2.10 Certificates will be checked for accuracy when they arrive in school.
- 2.11 Candidates will be informed of the dates for collection of certificates – GCSE certificates will be awarded at the GCSE presentation afternoon and A level at Senior Prize giving. A record will be kept of the certificates that are issued.
- 2.12 All unclaimed certificates will be kept securely for a minimum of 12 months and reminders will be sent to students to collect unclaimed certificates. After a period of 24 months, any unclaimed certificates will be destroyed by shredding. A record of certificates that have been destroyed will be retained for four years from the date of destruction. Candidates will be informed that some awarding bodies do not offer a replacement certificate service.

### **Section 3: Non-Examination Assessment (NEA)**

- 3.1 Non-examination assessment is a form of internal assessment where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written examinations.
- 3.2 Non-examination assessment applies to control over internal assessment at three points: Task setting, task taking and task marking.
- 3.3 Outline responsibilities are as follows with full details in: [Instructions for conducting non-examination assessments \(GCE & GCSE specifications\) – Joint Council for Qualifications](#)

#### **Head of Centre**

- To be familiar with the JCQ instructions for conducting non-examination assessment;
- To be responsible to the relevant awarding bodies to ensure that all non-examination assessments are conducted according to the qualification specifications;
- To ensure that the Centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks (see pages 5/6);
- To ensure the Centre calendar records assessment schedules at the start of each academic year;
- To ensure students sign the SHS AI declaration form (Appendix 5).

#### **Examinations Officer**

- To be familiar with JCQ instructions for conducting non-examination assessment and other JCQ documentation;
- To be familiar with general instructions relating to non-examination assessment from relevant awarding Bodies;
- In collaboration with Heads of Departments, to submit non-examination assessment marks to the relevant awarding Body;
- In collaboration with Heads of Departments, dispatch students' assessments for moderation;
- In collaboration with Heads of Departments, make appropriate arrangements for the security of non-examination assessment materials.

#### **Head of Department**

- To be familiar with JCQ instructions for conducting non-examination assessment, including [AI Use in Assessments: Your role in protecting the integrity of qualifications – Joint Council for Qualifications](#),
- To understand and comply with specific instructions relating to non-examination assessment for the subject and relevant awarding body;
- To ensure that individual teachers within the department understand their responsibilities with regard to non-examination assessment;
- To ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and reformed specifications;
- To obtain confidential materials/task set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times;
- To undertake departmental standardisation of non-examination assessments;
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body;
- In collaboration with the Examinations Officer dispatch students' assessments for moderation;
- In collaboration with Examinations Officer, make appropriate arrangements for security of non-examination assessment materials.

## SENDCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to access arrangements;
- In collaboration with the Examinations Officer, co-ordinate and complete requests for access arrangements.

### Subject Teachers

- To supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance as the specifications allow, drawing attention to the rules regarding the use of AI in assessments;
- To ensure that students and supervising teacher(s) sign authentication forms **on completion** of an assessment;
- To mark internal assessed components using the mark scheme provided by the awarding body. Submit marks through the Examinations Officer to the awarding body when required via the Head of Department, keeping a record of the marks awarded;
- Where assessments are marked internally, teachers need to disclose the mark to the candidate with adequate time to allow for an internal appeal to take place;
- Where assessments are marked internally, teachers must explain to candidates that the marks may change when sent to the awarding body for moderation;
- To take part in appropriate departmental standardisation of non-examination assessments;
- To retain candidates' work securely between assessment sessions (if more than one);
- Post-completion, to retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre;
- To ask the Special Educational Needs Co-ordinator (SENDCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

#### 3.4 **Task Setting** – in accordance with specific GCSE/GCE awarding body guidelines

- Heads of Department will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks;
- Subject teachers will ensure that students understand the assessment criteria for any given assessment task.

#### 3.5 **Task Taking** – unless the awarding body's specification says otherwise, the following arrangements will apply:

- In accordance with JCQ regulations, invigilators and JCQ 'Warning Posters' are not required;
- Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work;
- Teachers will also ensure that they keep a record of each candidate's contribution in group work, where applicable;
- Teachers will also ensure candidates understand the need to reference work, including any use of AI (if permitted), give guidance on how to do this and make sure they are aware that they must not plagiarise other material;
- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work then allow the candidate to revise it. Any assistance given must be recorded and taken in to account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there are no means to record it and take account of it in the marking. Failure to show this procedure constitutes malpractice;
- Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access nor bring

in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

### 3.6 Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other result enquiry has been completed, whichever is later. Following this date, the forms will be destroyed by shredding.

### 3.7 Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

## **Section 4: Appeals – Centre Assessed Marks (GCSE Controlled Assessments, GCE Coursework, GCE and GCSE Non-examination Assessments)**

- 4.1 Spalding High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- 4.2 Staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity will mark candidates' work. Spalding High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- 4.3 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 Spalding High School and is not covered by this procedure.

### **Requesting an internal review of marking:**

- 4.4 Subject teachers will ensure that candidates are informed of their centre assessed marks (but not grades, in line with the exam board regulations) and advise candidates that, if they believe the mark awarded is inaccurate, they may request a review of the centre's marking, before marks are submitted to the awarding body. For deadline dates, see the table in Appendix 1.
- 4.5 Should a candidate wish to request a review of the marking an appointment must be made with the Head of Department to discuss how the marks have been awarded. Parents/carers must attend this meeting. Copies of the marked work, relevant specification and associated subject-specific documents will be made available at that meeting to assist the parent/carer and candidate in considering whether to request a review of the marking and assessment.
- 4.6 Following the meeting, should the parent/carer and candidate still believe the mark to be inaccurate then they may request a review of the marking. The request must be made in writing to the Head of Centre, Mrs M Anderson, by the deadline dates published by the School. The letter must explain the reasons for the request and why there is a dispute with the centre allocated marks as explained by the Head of Department.

**Candidates and parents/carers must be made aware that marks can go up or down and should complete and sign the review of marking request form before the review takes place (See Appendix 4)**

- 4.7 The review of marking will be conducted by a member of staff at Spalding High School who has appropriate competence to review the marking, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- 4.8 If the mark changes the reviewer will work with the Head of Department to review the marks of other candidates to make sure that they are consistent with the outcome of the review. The candidate will be informed in writing of the outcome of the review of the centre's marking. The outcome of the review of the centre's marking will be made known to the Head of Centre and 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.

## **Section 5: Appeals against Externally Awarded Marks and Grades - Enquiries about Results (EARs)**

- 5.1 A student may query a mark/grade awarded by an Awarding Body. All relevant information regarding EARs is emailed to students on Results Day.
- 5.2 **The following Enquiries about Results (EARs) are available in 2026:**
- Re-check of all clerical procedures leading to a result;
  - Post results review of the original marking to ensure the agreed mark scheme has been applied correctly;
  - Post results review of moderation to ensure the assessment criteria has been fairly, reliably and consistently applied (whole cohort);

### **The following access to scripts options are available:**

- A digital/electronic copy of the script available before the EAR deadline;
  - Original script.
- 5.3 For all EARs the candidate must complete a post results service application form (Appendix 2). This confirms that the candidate understands that the review may result in the original mark being lowered as well as raised;
- 5.4 If the school is to query the result, permission must be given by the student.
- 5.5 If the student is to pay for the review, then the appropriate payment will be made available online, before the enquiry can be submitted, along with a signed consent form. When the enquiry has been finalised, if the EAR results in the original overall certification grade remaining unchanged then the charge will stand. If the original certification is amended, then a refund will be issued to the card used to make the payment.
- 5.6 Outcomes following EARs will be forwarded by the Examinations Officer to the student as soon as practicable after they have been received from the Awarding Bodies.

## **Section 6: Malpractice**

- 6.1 'Malpractice', **which includes maladministration and non-compliance**, means any act, default or practice that is a breach of the Regulations or which:
- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; **and/or**
  - Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

### **Responsibilities**

- 6.2 **Head of centre** - Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators and other administrative staff. Ensures the centre adheres to the guidelines outlined in the **JCQ publication: Suspected Malpractice in Examinations and**

**Assessments: Policies and Procedures** and that all teachers are aware of the **JCQ Notice to Centres – Teachers sharing assessment material and candidates’ work**.

6.3 **Examination Officer/Deputy Headteacher** - Ensures all students receive an examination and non-examination assessment briefing to outline the guidelines covered in the following notices:

- JCQ Information for candidates: non-examination assessment;
- JCQ Information for candidates: using social media and examinations/assessments;
- JCQ Information for candidates: for written examinations;
- JCQ AI Use in Assessments: Protecting the Integrity of Qualifications;

All documents can be accessed via the school website.

## **Section 7: Access Arrangement and Special Considerations**

### **7.1 Access Arrangements**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way, Awarding Bodies will comply with the duty of the Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements are covered in JCQ [Access Arrangements, Reasonable Adjustments and special consideration – Joint Council for Qualifications](#)(2025/26), and in The Word Processing Policy (Appendix 3) and Spalding High School SEND Policy.

### **7.2 What is special consideration?**

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination. (JCQ’s **A guide to the special consideration process**, section 1)

### **7.3 Roles and responsibilities**

#### **Head of centre**

Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication. Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

#### **Exams officer**

Understands the criteria as detailed in JCQ publication to determine where candidates will/will not be eligible for special consideration. Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

#### **Teaching staff/Pastoral Staff/SENDCO**

Provide any appropriate evidence or information that may be required to determine a candidate’s eligibility for special consideration

### **Candidates (parents/carers)**

Provide any medical or other evidence that may be required to determine eligibility for special consideration

### **Applying for special consideration**

Where eligible, special consideration will be applied for at the time of the assessment where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.

For candidates who are present for the assessment but disadvantaged Spalding High School must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

If a candidate is absent from a timetabled component/unit for acceptable reasons, and the centre can support this, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances, which cannot be repeated, special consideration will not be awarded.

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored and applied for where eligible. This might include, for example:

- other certification;
- coursework/non-examination assessment extensions;
- shortfall in work (coursework/non-examination assessment);
- lost or damaged work (non-examination assessment components);
- candidates taking an incorrect or defective question paper;
- candidates taking the wrong controlled assessment or non-examination assessment assignment.

## **7.4 Processing applications for special consideration**

### **Roles and responsibilities**

#### **Head of centre**

- Ensures that all eligible applications will be supported by signed evidence produced by a member of the senior leadership team.

#### **Senior leadership team**

- Produce signed evidence in support of all eligible applications.

#### **Exams officer**

- understands that special consideration must be applied for at the time of the assessment;
- understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, special consideration should only be applied for the most serious indisposition;
- ensures applications will be processed as required by the awarding bodies;
- keeps evidence to support all applications on file until after the publication of results and provides the signed evidence provided by a member of the senior leadership team to support an application where this may be requested by an awarding body;
- meets the required deadline(s) for submitting applications.

### **Teaching staff/Pastoral Staff/SENDCo**

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration.

### **Candidates (or parents/carers)**

- will be asked to provide any required medical or other evidence that may be required to support an application for special consideration;
- will be informed that all cases must be dealt with by the centre.

## **7.5 Submitting applications for special consideration**

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in JCQ publication.

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be kept on file until after the publication of results.

### **Late applications**

If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce compelling evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

- 7.6 Secure download of materials on day of exam (access arrangements). Examinations Officer and Deputy Headteacher authorised to access secure material. Log to be kept in the Examinations Officer's office.

## **Section 8: Conflicts of Interest**

- 8.1 A declaration of interest form is sent to all staff.
- 8.2 The examinations officer will maintain an interest log with potential conflict declared by centre staff recorded on the log. The relevant awarding bodies are informed of specific conflicts of interest.
- 8.3 Records of conflicts of interest will be retained until the deadline for reviews of marking has passed or any appeal, malpractice or other results enquiry has been completed.
- 8.4 Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre.

Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of examination materials.

Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3).

## **Section 9: Exam Contingency Plan**

- 9.1 This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Spalding High School. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.
- 9.2 At all times, the Examinations Officer and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and JCQ regulations.
- 9.3 Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

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

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

Criteria for implementation of the plan

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

##### ***Planning***

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered;
- Annual exams plan not produced identifying essential key tasks, key dates and deadlines;
- Sufficient invigilators not recruited and trained.

##### ***Entries***

- Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff;
- Candidates not being entered with awarding bodies for external exams/assessment;
- Awarding body entry deadlines missed or late or other penalty fees being incurred.

##### ***Pre-exams***

- Exam timetabling, rooming allocation; and invigilation schedules not prepared;
- Candidates not briefed on exam timetables and awarding body information for candidates;
- Exam/assessment materials and candidates’ work not stored under required secure conditions;
- Internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators.

##### ***Exam time***

- Exams/assessments not taken under the conditions prescribed by awarding bodies;
- Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration;
- Candidates’ scripts not dispatched as required to awarding bodies.

##### ***Results and post-results***

- Access to examination results affecting the distribution of results to candidates;
- The facilitation of the post-results services.

### **Centre actions:**

Deputy Headteacher with the support of the Senior Leadership Team (SLT) will assume responsibility for the above tasks.

#### **9.5 SENDCO/SEND Manager extended absence at key points in the exam cycle:**

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

**Planning**

- Candidates not tested/assessed to identify potential access arrangement requirements;
- Evidence of need and evidence to support normal way of working not collated.

**Pre-exams**

- Approval for access arrangements not applied for to the awarding body;
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline;
- Staff providing support to access arrangement candidates not allocated and trained.

**Exam time**

- Access arrangement candidate support not arranged for exam rooms.

**Centre actions:**

The Examinations Officer to work with SLT/Pastoral staff and Senior SEND TA to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required.

**9.6 Teaching staff extended absence at key points in the exam cycle**

Key tasks not undertaken including:

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

**Centre actions:**

The Examinations Officer to liaise with acting Head of Department and/or line manager and SLT to ensure all necessary deadlines are adhered to. Where this is not possible, the Examinations Officer will liaise with the relevant Awarding Body and act upon advice received.

**9.7 Invigilators - lack of appropriately trained invigilators or invigilator absence**

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

**Centre actions:**

The Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion. The Examinations Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

**9.8 Exam rooms - lack of appropriate rooms or main venues unavailable at short notice:**

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

**Centre actions:**

The Examinations Officer will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately. In the event of a room not being

available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Examinations Officer at all times during such emergencies.

#### 9.9 **Cyber Security**

- Where any incidents might compromise any aspect of assessment delivery such as a cyber- attack

##### **Centre actions:**

Details of response to a Cyber-attack are in the Spalding High School Critical Incident Management Plan (confidential) and details of the measures taken at Spalding High School to mitigate the risk of cyber threats can be found in the Spalding High School Cyber Security Policy (Exams.)

#### 9.10 **Failure of IT systems**

- MIS system failure at final entry deadline;
- MIS system failure during exams preparation;
- MIS system failure at results release time.

##### **Centre actions:**

The Examinations Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure, the Examinations Officer will liaise with the Awarding Body to minimise disruption and costs incurred.

#### 9.11 **Critical Incident at School during exam (e.g. fire/lockdown)**

Follow school's Critical Incident Management Plan (confidential).

#### 9.12 **Disruption of teaching time – centre closed for an extended period:**

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

##### **Centre actions:**

Switch to remote education provision.

#### 9.12 **Centre unable to open as normal during the exams period:**

##### **Centre actions:**

The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

Alternative venue – Spalding Parish Church of England Day School

#### 9.13 **Candidates unable to take examinations because of a crisis – centre remains open:**

##### **Centre actions:**

The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

#### 9.14 **Disruption to the transportation of completed examination scripts:**

Delay in normal collection arrangements for completed examination scripts.

**Centre actions:**

The Examinations Officer will contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements.

**9.15 Assessment evidence is not available to be marked:**

Large-scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.

**Centre actions:**

The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

**9.16 Centre unable to distribute results as normal:**

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

**Centre actions:**

The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice, internet will be accessed at an alternative secure site.

**9.17 Government determines that exams are not able to go ahead**

**Centre actions:**

Formal mock exams will be taken in exam conditions and papers will be retained as per Guidance on collecting evidence of student performance to ensure resilience in the qualifications system Updated March 2025 (Ofqual).

Further guidance to inform and implement contingency planning

## **GOV.UK**

*Emergencies and severe weather: schools and early year's settings*

[Emergency planning and response for education, childcare, and children's social care settings - GOV.UK](#)

*Dispatch of exam scripts guide - Contingency planning*

[Dispatch of exam scripts guide - GOV.UK](#)

*Exam System Contingency Plan*

[What schools, colleges and other centres should do if exams or other assessments are seriously disrupted - GOV.UK](#)

## **JCQ**

*Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland*

[Joint Contingency Plan](#)

Guidance on General Regulations

[General Regulations for Approved Centres – Joint Council for Qualifications](#)

Guidance on alternative site arrangements

[Guidance notes on alternative site arrangements for 2025/26 – Joint Council for Qualifications](#)

Instructions for conducting examinations

[Instructions for Conducting Examinations \(ICE\) – Joint Council for Qualifications](#)

Instructions for conducting NEA Assessments/Coursework

[Instructions for conducting non-examination assessments \(GCE & GCSE specifications\) – Joint Council for Qualifications](#)

Guidance on access arrangements and special consideration

[Adjustments for candidates with disabilities and learning difficulties – Joint Council for Qualifications](#)

[A guide to the special consideration process – Joint Council for Qualifications](#)

Suspected Malpractice Policies and Procedures

[Suspected Malpractice Policies and Procedures – Joint Council for Qualifications](#)

AI Use in Assessments: Protecting the Integrity of Qualifications

[AI Use in Assessments: Your role in protecting the integrity of qualifications – Joint Council for Qualifications](#)

**APPENDIX 1**

**NEA Deadlines 2026**

	<b>Subject</b>	<b>Component Code</b>		<b>Deadline to Board</b>	<b>Deadline for marks to students</b>	<b>Deadline for parental meeting with HOD &amp; for parent to request an internal review of marking</b>	<b>Deadline for internal review of marking</b>
<b>A</b>	PE	H555/04	Coursework	15th March	24th February	3rd March	10th March
<b>GCSE</b>	Physical Education	8582/C	NEA	March	3rd March	10th March	17th March
<b>GCSE</b>	Drama	Component 1	NEA	24th March	3rd March	10th March	17th March
<b>Level 3</b>	Criminology	Unit 1	Coursework	5th May	21st April	27th April	30th April
<b>Level 3</b>	Criminology	Unit 3	Coursework	5th May	21st April	27th April	30th April
<b>GCSE</b>	DT :Textiles	8552/C	NEA	7th May	23rd April	29th April	5th May
<b>GCSE</b>	Food Preparation and Nutrition	8585/C	NEA	7th May	23rd April	29th April	5th May
<b>GCSE</b>	English Language	8700/C	NEA	7th May	23rd April	29th April	5th May
<b>GCSE</b>	DT: Product Design	1DT0/02	NEA	15th May	24th April	1st May	8th May
<b>GCSE</b>	Music	J536/01	NEA	15th May	24th April	1st May	8th May
		J536/02	NEA	15th May	24th April	1st May	8th May
<b>Level 3</b>	Extended Project	7996	Project	15th May	24th April	1st May	8th May
<b>A</b>	DT: Product Design	9DT0/02	NEA	15th May	24th April	1st May	8th May
	Fashion and Textiles	7562/C	NEA	15th May	24th April	1st May	8th May
<b>A</b>	English Language	7702/C	NEA	15th May	24th April	1st May	8th May
<b>A</b>	English Literature	7717/C	NEA	15th May	24th April	1st May	8th May
<b>A</b>	Geography	7037/3	NEA	15th May	24th April	1st May	8th May
<b>A</b>	History	9HI0/04	NEA	15th May	24th April	1st May	8th May
<b>A</b>	Drama and Theatre Studies	Component 1	NEA	15th May	24th April	1st May	8th May
<b>A</b>	Biology	9BNO/04	Practical endorsement	15th May	24th April	1st May	8th May
<b>A</b>	Chemistry	H432/04	Practical endorsement	15th May	24th April	1st May	8th May
<b>A</b>	Physics	7408/C	Practical endorsement	15th May	24th April	1st May	8th May
<b>GCSE</b>	Art and Design (Fine Art)	8202	Portfolio/External task	31st May	11th May	18th May	22nd May
<b>A</b>	Art and Design (Fine Art)	7202	Portfolio/External task	31st May	12th May	18th May	22nd May
<b>A</b>	Art and Design (Photography)	7206	Portfolio/External task	31st May	12th May	18th May	23rd May

# EXAMINATIONS OFFICE

## POST-RESULTS SERVICES (PRS) REQUEST & CANDIDATE CONSENT FORM

Information regarding fees and deadlines can be found on the information sheet.

In order to proceed with any post-results service request, you must **fully complete** and return this form. This confirms that you have understood what the outcome of an enquiry might be, and that you give your consent for the service requested. The completed form **must be returned to** [Karen.smith@spaldinghigh.lincs.sch.uk](mailto:Karen.smith@spaldinghigh.lincs.sch.uk) and payment made online or alternatively the form and payment may be given directly to Mrs Smith by the appropriate deadline to be processed.

- FORMS WILL NOT BE ACCEPTED AFTER THE DEADLINE
- FORMS WILL NOT BE ACCEPTED WITHOUT PAYMENT

**Please Note:**

When an enquiry is made (i.e. a paper is reviewed), after your subject grade has been issued, there are three possible outcomes:

1. Your original mark is **confirmed** as correct, and there is **no change** to your mark/grade.
2. Your original mark is **raised** so that your final mark/grade may be **higher** than the original mark/grade you received.
3. Your original mark is **lowered** so that your final mark/grade may be **lower** than the original mark/grade you received.

Please be aware that in this case, the **LOWER** mark will count.

Candidate Name:	Form:	Candidate Number:
Awarding Body:		
Subject:		
Unit/Paper Code		
<b>Enquiries about Results (EARs) (please tick)</b>		
<i>Service 1: Clerical check:</i>		
<i>Service 2: Review of Marking:</i>		
<i>Service 2P: PRIORITY Review of Marking:</i>		
<b>Access to Scripts (ATS) (please tick)</b>		
<i>Original Script:</i>		
<i>PRIORITY Photocopied Script:</i>		
<i>Photocopy of reviewed/checked Script:</i>		

	<b>Fee Paid:</b> Cash..... Cheque..... Online .....
*I give my consent for Spalding High School to request the PRS detailed above, and agree to pay any fees that may be incurred. In giving consent, I understand that if a script is to be reviewed, the final subject grade awarded to me may be lower than, higher than or the same as the grade that was originally awarded for this subject.	
Candidate Signature:	Date:

## **APPENDIX 3**

### **Spalding High School – Word Processor Policy**

#### **Introduction**

This policy on the use of word processors in examinations and assessment is reviewed and updated annually, early in the autumn term, on the publication of the updated JCQ regulations and guidance contained in the publications 'Access Arrangements and Reasonable Adjustments' (AA) and 'Instructions for conducting Examinations' (ICE).

#### **Principles for using a word processor**

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties (AA section 4.2.1)

Students at Spalding High School have access to the use of a word processor when it is demonstrated that the quality of their language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. This is the student's normal way of working at Spalding High School and they may be granted the use of a word processor within the school where there is a significant amount of writing within a subject.

Students at Spalding High School are identified as benefitting from the use of a word processor if they have:

- 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 difficulties when writing by hand;
- Illegible handwriting;
- Issues with handwriting where the use of a word processor is their normal way of working within Spalding High School and removes the requirement for extra time due to slow handwriting.

#### **The use of a word processor (AA section 5.8)**

There is no requirement to process an application using Access Arrangements Online (AAO) or to record the use of the arrangement. No evidence is needed to support the arrangement (AA 5.8)

The use of a word processor in examinations cannot be granted to a candidate simply because they would rather type than write in examinations, or because they can work faster on a keyboard, or that they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working at Spalding High School. Candidates may not require the use of a word processor in all subjects, as their methods of assessments may vary (AA 4.2.3). The use of a word processor will be considered on a subject-by-subject basis.

SENDCo at SHS will build a picture of the needs of students during their earlier years at the school to establish their normal way of working, such as the use of a word processor for extended writing during lessons, small group work, examinations and mocks for example.

The use of a word processor in non-examination assessment components (for example controlled assessments or coursework components) will be considered standard practice unless it is prohibited by the specification.

Students using a word processor at SHS as their normal way of working for extended writing will have the spelling and grammar check/predictive text disabled unless they have had additional testing that indicates that the student has met the published criteria for a scribe, and an approved application has been made.

The use of a word processor at SHS does not allow the student to have extra time.

## **Word processor use in examinations**

It is essential that the integrity of the examination is maintained whilst at the same time providing access to assessments for disabled candidates. (AA 4.2.1)

The use of a word processor cannot be granted where it will compromise the assessment objectives of the specification in question (AA 4.2.2)

Where a candidate has used a word processor in an examination, a word processor cover sheet (Form 4) will be completed and included with the candidate's typed script.

SHS ensures that it complies with ICE 1 September 2025 to 31 August 2026, section 8.8 (page 25) relating to the use of word processors.

Candidates will be reminded to save their work at regular intervals and ensure that their Centre Number (26234), candidate number and the unit/component code appear on each page as a header or footer: (e.g. 12345/8001 – 6391/01). The candidate must number each page appropriately.

Candidates should use a minimum of 12pt font and double spacing in order to assist examiners when marking.

Where a word processor is in use, students will use Wordpad (no spell-check facility) and the laptop will not have internet access.

## Appendix 4

### REQUEST FOR REVIEW OF CENTRE ASSESSED MARKS & CANDIDATE CONSENT FORM

In order to proceed with any request, you must **fully complete** and **sign** this form. This confirms that you have understood what the outcome of an enquiry might be, and that you give your consent for the service requested. The completed **form** must be sent to the Head of Centre, Mrs Anderson by the appropriate deadline to be processed.

- **FORMS WILL NOT BE ACCEPTED AFTER THE DEADLINE**

#### ***Please Note:***

There are three possible outcomes:

1. Your original mark is confirmed as correct, and there is no change to your mark.
2. Your original mark is **raised** so that your final mark may be higher than the original mark you received.
3. Your original mark is **lowered** so that your final mark is lower than the original mark/grade you received.

**Please be aware that in this case, the LOWER mark will count.**

<b>Candidate Name:</b>	<b>Form:</b>	<b>Candidate Number:</b>
<b>Awarding Body:</b>		
<b>Subject:</b>		
<b>Unit/Paper Code</b>		

#### **GROUND(S) FOR APPEAL**

(Please note your reason cannot be based on your marks only, i.e. I believe I deserve a higher mark)

**I have discussed the appeal with my Parent(s)/Carer(s) and we are in agreement to proceed with the appeal process.**

**I have read and understood the important information.**

<b>Candidate Signature:</b>	<b>Date:</b>
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**Appendix 5:**

**Student Declaration Form**

**Spalding High School**

**Artificial Intelligence Declaration 2024 / 2025**

- In accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be your own work and teachers must only accept work for assessment which they consider to be that.
- If you are found to have misused AI and the work you submit for assessment is not your own you will have committed malpractice which is a form of plagiarism.
- If it is shown that material has been falsified, plagiarised, or you have otherwise attempted to obtain an unfair advantage for yourself or others, you must understand that it can lead to papers being marked down or being disqualified.
- You must make sure that work you submit for assessment is your own. If any sections of your work are reproduced directly from AI generated responses, those elements must be identified and you must understand that this will not allow you to demonstrate that you have independently met the marking criteria and therefore will not be rewarded.

**Declaration (please tick the box)**

- I understand and declare that this work is my own work
- I can confirm I have had the correct use of AI explained to me
- I can confirm I have had the consequences of using AI explained to me

**Student Name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

