




Exams Policy

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Head of Schools Signature:	
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Exams Policy

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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.
- To ensure the operation of an efficient exams system with clear guidelines for all relevant staff.
- It is the responsibility of everyone involved in the centre's exam processes to read, understand, and implement this policy.
- The exams policy will be reviewed every 2 years.
- The exams policy will be reviewed by the Head of Centre, Senior Leadership Team, Exams Officer and Governors.
- Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The head of centre:

- Has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document suspected malpractice in examinations and assessments.

Exams officer:

- Manages the administration of external exams and internal exams as directed.
- Advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Oversees the production and distribution to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Issue a statement of entry to candidates for checking and parent/carer information.
- Ensures that candidates and their parent/carers are informed of and understand those aspects of the exams timetable that will affect them. Issue each candidate with a personal timetable.
- Conduct candidate briefing through assemblies and issue the JCQ regulations.
- Checks with teaching staff that the necessary Non Examined Assessment/BTEC assignments are completed on time and in accordance with JCQ guidelines and exam regulations.
- Provides and confirms detailed data on estimated entries.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Administers access arrangements in collaboration with the SEND department and makes applications for special consideration following the regulations in the current JCQ publications for Access arrangements, reasonable adjustments and special consideration.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the exam invigilation, by organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Ensures candidates' Non Examined Assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule. Tracks, dispatches, and stores returned Non Examined Assessment.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Heads of department/BTEC Lead/Internal Verifiers are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer or exam boards.
- Accurate completion of Non Examined Assessment/BTEC assignments mark sheets and declaration sheets in accordance with exam board and JCQ guidance.
- Ensure all candidates complete and sign the authentication document for Non Examined Assessment/BTEC assignments.
- Review results and make initial decisions on post-results requests.

Teachers are responsible for:

- Marking and assessing all work in line with exam board regulations.
- Supplying information on entries, Non Examined Assessment as required by the head of department and/or exams officer (EO).

Invigilators are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.
- Identification of candidates: a senior member of staff will be present to assist identification. A photograph register is in the main exam room.

Candidates are responsible for:

- Checking the statement of entry issued by EO, confirmation of entries.
- Understanding Non Examined Assessment/BTEC assignment regulations and signing a declaration that authenticates the Non Examined Assessment as their own.
- Ensuring the conduct themselves in all exams according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the Heads of Department and Senior Leadership Team.

The types of qualifications offered are GCSE, BTEC and Entry Level exams.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed at the start of the Academic Year.

Informing the exams office of changes to a specification is the responsibility of the Heads of Subject and Heads of Department at the start of the academic year.

Decisions on whether a candidate should be entered for a particular subject will be taken by in consultation with the Candidate, Parent/carers/Carers, Head of Key Stage and Head of Subject.

Exam Series

- Internal exams (mocks) and assessments are scheduled in December and on demand.
- External exams and assessments are scheduled in March/April for Practical Exams and May/June for written paper.
- Internal exams are held under external exam conditions.

- The Head of Centre and Head of Dept decides which exam series are used in the centre.

Exam Timetables

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

Entries, entry details and late entries

- Candidates or parent/carers/carers can request a subject entry, change of level or withdrawal. The centre does not accept entries from private candidates.
- The centre does not act as an exams centre for other organisations.
- Entry deadlines are circulated to heads of department via email or briefing meetings.
- Heads of department/subject will provide entry information to the exams officer to meet JCQ and awarding body deadlines.
- Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, of the Head of Centre and Exams Officer.
- GCSE retakes are allowed. Retake decisions will be made by Head of Centre in consultation with Head of Department, Subject Teacher, Candidates and Parent/carers.
- Amendments to entry details ie tier changes should be emailed to EO.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for action well in advance for each exams series.

- GCSE entry exam fees are paid by the centre,
- BTEC entry fees are paid by the centre.
- AS entry exam fees are paid by the centre,
- Entry Level Fees are paid by the centre.
- Late entry or amendment fees are paid by the centre.
- Fee reimbursements will be sought from candidates who do not attend an exam without a valid reason.
- Where the school facilitates a exam entry for a subject we do not teach the candidate/parent/carer will be charged the entrance fee. An administration/invigilator fee of £20 is also payable prior to entry.

Equality, Diversity and Disability.

All exam centre staff must ensure that they meet the requirements of any equality, diversity and disability legislation, and comply with the school policy. The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of Centre, Senco, Exams Officer and Commercial Site Manager. All exam centre staff recognise their duties towards disabled candidates as defined under the terms of the Equality Act 2010[†]. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; [†]or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect.

Access Arrangements and Role of SENCO

The SENCO will:

- Assess affected candidates (or work with the appointed specialist assessor) to identify access arrangements requirements thereby ensuring that

"where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre**;" [JCQ GR 5]

- Gather evidence of need to support access arrangements
- Liaise with teaching staff to gather evidence of normal way of working
- Gather signed data protection notices from candidates where required
- Apply for approval through Access arrangements online (AAO)
- Keep relevant evidence on file for JCQ inspection purposes
- Liaise with the EO regarding exam time arrangements for access arrangement candidates
- Ensure staff appointed to facilitate access arrangements for candidate are appropriately trained and understand the rules of the particular access arrangement(s)
- Annually review with the EO the centres policy on the use of work processors in exams and assessments.
- Candidates with agreed Access Arrangements or EHCP will be accommodated in the Library or small groups according to their needs, other candidates will require a letter from a Health Care Professional stating their needs
- See also Appendix 6 re: Policy on Reasonable Adjustments for BTEC Qualifications

Contingency Planning

- Contingency planning for exams administration is the responsibility of the Exams Officer in Consultation with Head of Centre, Assistant Head and Commercial Site Manager. See Appendix 4.

Estimated Grades

Where required:

Heads of Subject and Heads of Department are responsible for submitting estimated grades to the exams officer or exam boards.

Managing invigilators

- External staff and Support Staff will be used to invigilate examinations.
- These invigilators will be used for internal exams and external exams.
- Recruitment of invigilators is the responsibility of the Exams Officer.
- Securing the necessary criminal records check (DBS) clearance for new invigilators is the responsibility of the Centre Administrator. All invigilators will hold a current DBS.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators rates of pay are set by the centre administration.
- Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer.

All invigilators will be trained in our school Child Protection policy this includes:

- Who the DSLs are
- Listening, not judging & reporting – using a form/ informing EO
- Self-care- protocol for working on a 1-1 basis, communication outside school
- Whistle blowing- reporting concerns about other staff and areas of concern such as Prevent and self-harming behaviours.

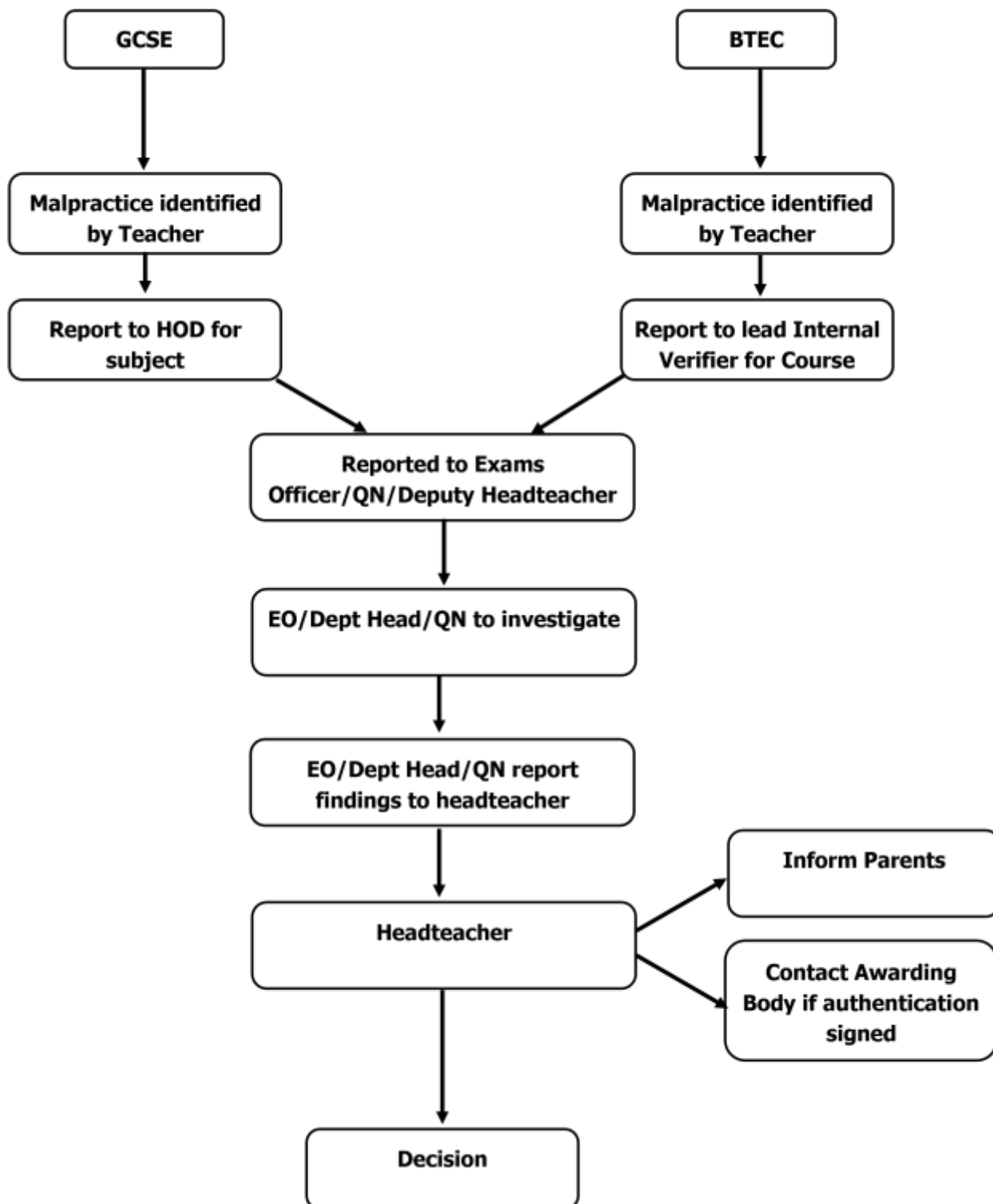
Malpractice (please also refer to the exams malpractice policy)

The Head of Centre in consultation with the SLT, Head of Department/BTEC Lead/Internal Verifier and EO is responsible for investigating any suspected malpractice in accordance with JCQ publication 'Suspected Malpractice in Exams and Assessments' where it states:

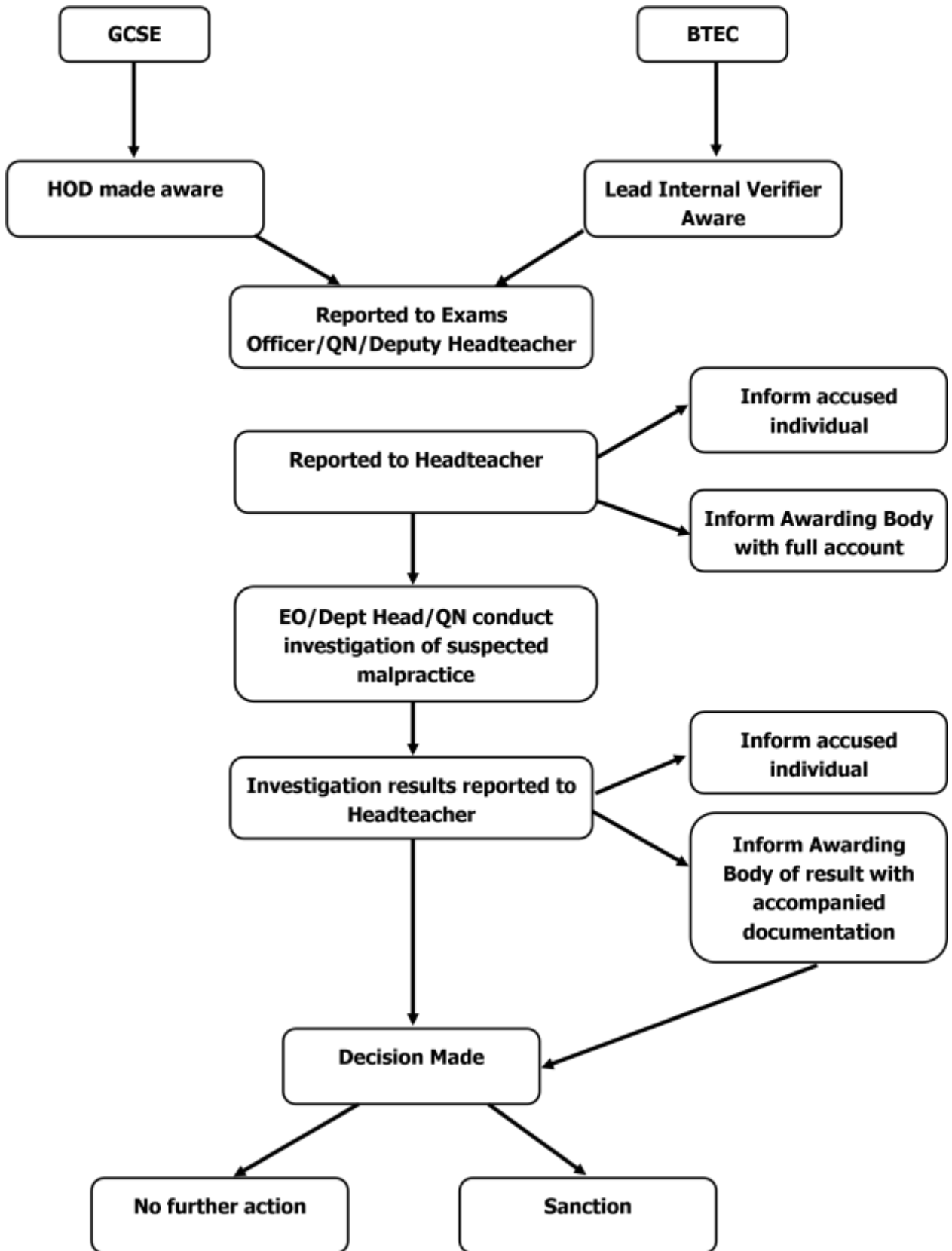
'The Head of Centre must report to the appropriate awarding body at the earliest opportunity all suspicious or actual incidents of malpractice / the only exception is malpractice discovered in Non-Examined Assessment or Non Examined Assessment before the authentication forms have been signed by candidates'

- In the case of Non Examined Assessment, each case will be investigated by the Head or appointed staff and the candidates work either repeated if acceptable by exam board rules or marks adjusted accordingly.
- In all cases parent/carers will be informed of the breach of regulations and the outcome of the investigation.

Malpractice of Pupils: Non Examined Assessment/BTEC Assignments



Malpractice of Staff



Exam Days

- The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery, and materials available for the invigilator.
- Site management staff is responsible for setting up the allocated rooms, and will be advised of requirements in advance by the Exams Officer.
- The Exams Officer and Assistant Head or Senior Invigilator will start and finish all exams in accordance with JCQ guidelines.
- Staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning those present in exams. Exam rooms will have a 'photo list' of candidates for identification purposes.
- In practical exams, subject teachers' may be on hand in case of technical difficulties but will be in accordance with JCQ guidelines.
- 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 heads of department in accordance with JCQ's recommendations and 24 hours after candidates have completed it.
- After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with office staff.

Candidates

- The exams officer will provide the written JCQ guidance information on conduct in exams to candidates in advance of each exam series. A formal briefing session for candidates will be given by the Exams Officer.
- The centre's published rules on acceptable dress and behaviour apply at all times.
- 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 mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.
- Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Senior Invigilator.
- Candidates who leave an exam room for a genuine purpose must be accompanied by an appropriate member of staff at all times.
- The Exams Officer, Senior Leadership Team or Guidance Team are responsible for handling late or absent candidates on exam day.

Clash Candidates

- The Exams Officer will be responsible for managing timetable clashes where necessary supervising candidates in a secure venue or arranging overnight stays.

Special Consideration

- Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer, Assistant Head or Guidance Team to that effect.
- Absent candidates must support any special consideration claim with appropriate evidence within 3 days of the exam either by doctor's letter, or on the JCQ self-certification form 14.
- The exams officer will make a special consideration application to the relevant awarding body within 7 days of the final exam in that subject.
- All applications will be submitted in accordance with JCQ guidelines.

Non Examined Assessment

- It is the duty of heads of department/BTEC Lead/Internal Verifiers to ensure that all Non Examined 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.

- Marks for all Non Examined Assessment work are provided to the exams office by the Head of Subject /Head of Dept or enter directly on the exam board website. The exams officer will inform staff of the date when appeals against Non Examined Assessment must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

Results

Candidates will receive individual result slips on results days, either

- in person at the centre on the day or if uncollected
- by post to their home address
- Can be collected by a nominated person with written permission of the candidate

The results slip will be in the form of a centre-produced document.

Arrangements for the centre to be open on results days are made by the Head of Centre.

The provision of the necessary staff on results days is the responsibility of the Head of Centre.

Enquiries about Results (EAR)

- Following the release of results EARs may be requested by centre staff or the candidate if there are reasonable grounds for believing there has been an error in marking. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of Non Examined Assessment work may be submitted without the consent of the group of candidates.
- The cost of EARs will be paid by the centre if the result is queried by head of centre, or teaching staff. All decisions on whether to make an application for an EAR will be made by the Head of Centre.
- When the centre does not support the candidate or parent/carers request for an EAR they may apply to have an enquiry carried out. If a candidate pursues this against the advice of subject staff, they will be charged.
- All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.
- See Appendix 1 re: Appeals.

Access to Scripts (ATS)

- After the release of results, candidates may ask subject staff to request the return of written exam papers within 30 days of the receipt of results.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- Re-marks cannot be applied for once an original script has been returned.
- The cost of EARs will be paid by the centre or as above.
- Processing of requests for ATS will be the responsibility of the Exams Officer.

Certificates

Candidates will receive their certificates

- In person at the centre
- By post to their home address by first class post.
- Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.
- The centre retains certificates for 5 years if candidates cannot be traced.
- A new certificate can only be issued by an awarding organisation and will incur a fee.
- The school will only be able to provide a copy of results on Headed paper in cases of lost certificates.

Data Protection

This details how Hobart High School, in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) and General Data Protection Regulation (GDPR). Students are given the right to find out what information the centre holds about them, how this is protected, how this can be accessed and how data breaches are dealt with.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:

- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure
- not transferred outside the European Economic Area without adequate protection

To ensure that the centre meets the requirements of the DPA 2018 and GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.



Appendix 1a

Appeals Against Non Examined Assessment Policy

Written / Updated:	January 2025
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Staff Responsible:	Exams Officer
Review:	January 2027

Appeals Against Non Examined Assessment Policy

Hobart High School is committed to ensuring that whenever its staff assess candidates' work for external qualifications; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by **staff employed at the school** who have the appropriate knowledge, understanding and skills, and who have been trained in this activity. Candidates' work should be produced and authenticated according to the requirements of the examinations board. Where the work is divided between staff, consistency should be assured by internal moderation and standardisation conducted according to the rubric of the examinations board and **by staff employed at the school at the time of moderation and standardisation.**

When candidates, on enrolment into Hobart High, offer Non Examined Assessment that has been completed at another school that same Non Examined Assessment shall be remarked by internal moderation and standardisation conducted according to the rubric of the examinations board and by staff employed at Hobart High at the time of moderation and standardisation. Acceptance of such Non Examined Assessment can only be accepted at the discretion of the Head of Department.

When candidates offer Non Examined Assessment which has been guided by parent/carers or private tutors, that same Non Examined Assessment can only be accepted at the discretion of the Head of Department.

Hobart High School will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre is marking before marks are submitted to the awarding body.

If a parent/carer **or teacher** feels **that there is an issue** in relation to their child's/**candidate's** Non Examined Assessment the parent/carer **or teacher** may make use of this appeals procedure.

Appeals should be made **two weeks** before the deadline for submission of marks to Exam boards which is 5th May Eduqas (DT and Music) 7th May AQA (Drama) 15th May OCR (Food Prep).

- Appeals should be made in writing to the Examinations Officer who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, the Head of School will appoint another member of staff of similar or greater seniority to conduct the investigation, **likewise** if the Examination Officer is not able to conduct the investigation for some other reason.
- We will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. Ie subject specification, mark scheme, a copy of their marked work.
- We will, having received a request for copies of materials, promptly make them available to the candidate.
- We will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- We will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in in writing **two weeks** before the exam board's submission date (see above for different boards dates)
- We will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

- We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- We will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- The Examinations Officer or other member of staff will decide whether the process used for the Non Examined Assessment conformed with the requirements of the awarding body and the examinations code of practice QCA.
- Parent/carers will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes to the assessment of the work, and any changes made to improve matters in the future.
- The outcome of the appeal will **also** be made known to the teacher of the candidate and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, **such as plagiarism** the awarding body will be informed.
- After Non Examined Assessment has been assessed internally, it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation could change the marks awarded at a local centre. This is outside the control of the school and is not covered by this Appeals Procedure. If parent/carers or teachers have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant examinations board.

Procedure A

Appeals procedure for students following release of centre assessed marks.

Any student that is unhappy with a mark awarded from a Non Examined Assessment and feels the outlined procedures have not been followed should appeal as follows:

- Contact subject teacher IMMEDIATELY in person to discuss the mark and raise concerns (this discussion does not form part of the formal appeals procedure).
- Following above discussion if concerns cannot be resolved, the student should lodge an appeal in writing (within one week of issue of marks) to the subject Head of Department (HOD) or subject teacher's Line Manager (LM) (if the subject teacher is the HOD). The appeal should be in writing and state the full details of the complaint and the reasons for the appeal. It should be signed and dated by the student.
- Upon receipt of a written appeal, the HOD or LM will provide a copy of the appeal to the subject teacher who made the assessment and request a written response from them to the appeal. A copy of which will be sent to the student.
- The HOD will carry out a review of the assessment and respond in writing to the student. Response to be issued within one week of receipt of the written appeal.
- If the student is not happy with the written response received, the appeal will be subject to a personal hearing. The student will be informed of the hearing date, at least three days' notice will be given. The student will be provided with a copy of all relevant documents (eg. The marks given, the assessments made). The student may present their own case and will be allowed to be accompanied by a (single) parent/carer/carer. The subject teacher and student will have the opportunity to hear each other's submission to the panel at the hearing. The panel will comprise of a member of the school's Leadership Group and a Governor who have not previously been involved with the appeal.
- The decision from the hearing will be made in writing to the candidate within two days of the date of the hearing. This decision will be final.
- A written record of all appeal will be kept by the school and maintained by the Exams Officer. The Exams Officer will inform the Awarding Examination Body if there is any change to a Non Examined Assessment mark as a result of an appeal.

Procedure B

Appeals procedure for students following release of marks from the Awarding Body (Enquiries about results).

Any student that is unhappy with a mark awarded from an awarding body upon issue of results should follow the following procedure:

- Contact subject teacher as soon as possible (but no later than five days before the 20 September - deadline for Enquiries about Results) in person to discuss their mark, raise concerns and discuss the best way forward. The Exams Officer will advise on what options are available to query the mark and the costs involved.
- Students should be aware that Enquiries about Results (EARs) could result in marks being raised, confirmed or **lowered**. Students should sign a consent form to confirm that they understand the consequence of an enquiry.
- Subject teacher to review marks and discuss with HOD to agree the way forward taking into account the breakdown of marks and grade boundaries and the students predicted grades. If the Department agree to support the enquiry please follow **(3)** below if not the subject teacher should advise the student as per **(4)** below.
- A student may appeal against a decision not to support and EARs. Appeals should be made in writing to the Head of School no later than five working days before 20 September - deadline for EARs. The appeal should be in writing and state the full details of the complaint and the reasons for the appeal, the appeal should be signed and dated and include a daytime contact telephone number of the student. This information will be reviewed by the Head of School or another member of the schools Leadership Group if the Head of School is unavailable and the outcome of the appeal will be communicated by telephone where possible or 1st class post within 24 hours of receipt. This decision is final.
- **(3)** If the subject team agree that the school supports an enquiry, the request together with the students consent form should be made to the Exams Officer before 20 September - deadline for EARs. The cost of the enquiry will be taken from the school budget. If the enquiry is successful, the fee will be refunded.
- **(4)** If the school does not support the enquiry, the student may still proceed in some cases (please contact the Exams Officer to check) with the enquiry but all costs involved need to be paid by the student at the time the enquiry is made. No enquiry will be made unless the fees are paid. Requests should be made in person to the Exams Officer before 20 September - deadline for EARs. If the enquiry is successful, the fee will be refunded to the student.
- Outcomes following EARs will be made in writing by the Exams Officer to the student as soon as they have been received from the Awarding Bodies.



Appendix 1b

Appeals Against Results Policy

Written / Reviewed:	January 2025
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Staff Responsible:	Exams Officer
Review:	January 2027

Appeals Against Results Policy

After the release of examination results, a candidate has the right to apply to the awarding body, through the centre, for a review of their result if they consider the grade to be too low. This can take the form of a clerical check of a full re-mark of an examination paper or papers. This review is termed an Enquiry about Results (EAR) and is applied for by the centre on behalf of the candidate. Candidates should be aware that this process may result in a lowering of the grade awarded. This procedure has a short deadline (September 20 for the main results day) and therefore any requests must be carried out quickly within the strict deadlines outlined below.

The Hobart Centre advised any candidate who has concerns about a grade awarded for a subject to come and talk their concern through with the Examinations Officer within two calendar weeks of the issue of results. Following this discussion, the centre will immediately apply for a review if this is considered appropriate. If however, the centre does not consider a review appropriate, the candidate will be informed of this decision within three working days. If the candidate still wishes to proceed with a request for a review, the following procedure will apply:

- The candidate should appeal against the decision within two days.
- The centre will then arrange a meeting within three days with the candidate and their parent/carer/carer, the subject teacher concerned, the examinations officer and the head of centre or his/her representative from the Senior Staff.
- The candidate and their parent/carer/carer will be able to present their reasons for asking for the review at this meeting.
- The head of centre or his/her representative will make a final decision on whether the appeal should go ahead, and will inform the candidate and their parent/carer/carer verbally, then in writing, of the decision.
- If the final decision is to proceed with the request for a review, the examinations officer will carry this out to meet the appropriate deadline.
- If the school does not support the enquiry, the student may still proceed in some cases (please contact the Exams Officer to check) with the enquiry but all costs involved need to be paid by the student at the time the enquiry is made. No enquiry will be made unless the fees are paid. Requests should be made in person to the Exams Officer before 20 September - deadline for EARs. If the enquiry is successful, the fee will be refunded to the student.



Appendix 2

Non Examined Assessment (including BTEC Internal Assignments)

Written / Reviewed:	January 2025
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Staff Responsible:	Exams Officer
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Non Examined Assessment

Outlining staff responsibilities - Non Examined Assessment

Senior Leadership Team

- Accountable for the safe and secure conduct of Non Examined Assessment. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin co-ordinating with Heads of Department/subject to schedule Non Examined Assessment. (It is advisable that Non Examined Assessment be spread throughout the academic years of Key Stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/problems over the timing or operation of Non Examined Assessment
 - Issues arising from the need for particular facilities (rooms, IT Networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for Non Examined Assessment.

Head of Departments/Faculty/BTEC Lead/Internal Verifier

- Decide on the awarding body and specification for a particular GCSE or BTEC.
- Understand and comply with the general guidelines contained in the JCQ publication - Instructions for Conducting Non Examined Assessment.
- Ensure that the overall assessment (non examined and /or external assessment) is taken in the exam series in which the qualification is certificated, in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing a Non Examined Assessment component - ensuring BTEC assignments are verified in accordance with quality assurance procedures.
- Ensure that individual teachers understand their responsibilities with regard to Non Examined Assessment/BTEC verification.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff:

- Understand and comply with the general guidelines contained in the JCQ publication - Instructions for Conducting Non Examined Assessment.
- Understand and comply with the awarding body specification for conducting Non Examined Assessment, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for Non Examined Assessment, (Dates when these will be taken by the candidates and the session in which they will be submitted to the exam board).

- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Follow procedures outlined in the Pearson 'Vocational Quality Assurance Handbook' for all BTEC assignments.
- Supervise assessments. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark Non Examined Assessment components using the mark schemes provided by the awarding body. Submit marks through the exams office or upload directly to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, 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.
- Ask the appropriate Special Educational Needs Co-ordinator (SENCo) for any assistance required for the administration and management of access arrangements. (Candidates who have been granted Access Arrangements eg readers, scribes or extra time by awarding bodies must have these arrangements met for all Non Examined Assessment).

Exams Officer

- Enters students for the correct exams, whether assessed by Non Examined Assessment, external exam or onscreen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD, Downloaded or Hard Copy Format.
- Downloads and distributes marksheets for teaching staff to use, and collects and sends marksheets to awarding bodies before deadlines.
- On the few occasions where Non Examined Assessment cannot be conducted in the classroom arrange suitable accommodation where Non Examined Assessment can be carried out, at the direction of the Senior Leadership Team.

Special Educational Needs Co-ordinator/Additional Learning Support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.



Appendix 3 Word Processor Policy

Written / Reviewed:	January 2025
Approved:	April 29 th 2026 (LGB)
Staff Responsible:	Exams Officer
Review:	January 2027

Contents

- Introduction
- Principles for using a word processor
- The use of a word processor
- Word processors and their programmes
- Laptops, Tablets and Word Processors
- Accommodating word processors in examinations.
- **Introduction**

This policy on the use of word processors in examinations and assessments is reviewed and updated in line with JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

Principles for using a word processor

Hobart High School complies with AA section 4 regulations as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

(AA 4.2.4)

- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and Non Examined Assessment/Non Examined Assessment.

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support: in the classroom; or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations

Centre specific processes and the use of a word processors. Hobart High School complies with AA section 5 as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- If the candidate has been granted the use of a Scribe the spelling and grammar check can be enabled.
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs.
 - A learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly.
 - A medical condition
 - A physical disability
 - A sensory impairment
 - Planning and organisational problems when writing by hand ▪ Poor handwriting

(AA 5.8.2)

- Provides access to word processors to candidates in Non Examined Assessment or Non Examined Assessment components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that 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.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
- Exceptions would provide use of word processor in the event of a temporary injury or impairment.

Centre specific processes

- Candidates who will be using computers in exams and Non Examined Assessment will have the use of a dedicated Netbook which they will have access to on a daily basis from the SEN dept.

Word processors and their programmes

Hobart High School complies with ICE 8.8 instructions by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable

- Word processors have been cleared of any previously stored data, as must any portable storage medium used. Candidates will be given a dedicated log-on for all exams, which restricts their access to the permitted word processor facility.
- An unauthorised memory stick is not permitted for use by a candidate
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- Word processors are in good working order at the time of the examination
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- Documents are printed after the examination is over
- Candidates are present to verify that the work printed is their own
- Word processed scripts are attached to any answer booklet which contains some of the answers
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- Word processors are not used to perform skills which are being assessed
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops, Tablets and Word Processors

Hobart High school further complies with ICE instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- Candidates with fully charged laptops or tablets may to be seated within the main examination hall without the need for separate invigilation and power points
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer. Each page is appropriately numbered.
- Candidates are instructed to use a minimum 12pt font and double spacing
- Invigilators remind candidates to save their work at regular intervals
- It is possible to set up 'autosave' onto each laptop/tablet
- Candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Accommodating word processors in examinations

The use of word processors are internally accommodated in the following manner:

- Candidates using word processors will be situated either in the Library or when larger numbers are required within one on the main ICT rooms. Individual candidates may be accommodated in an admin office should their individual requirements demand it.

Invigilation arrangements relating to the use of word processors include the following:

- Candidates will be invigilated as set out in the JCQ guidance on invigilation.
- Candidates using a word process will be invigilated by staff trained in the application of Access Arrangements.



Appendix 4 Exam Contingency Plan Policy

Written / Reviewed:	January 2025
Approved:	April 29 th 2026 (LGB)
Staff Responsible:	Exams Officer
Review:	January 2027

Contents

- Purpose of the plan
- Causes of potential disruption to the exam process
- Exam officer extended absence at key points in the exam process (cycle)
- SENCo extended absence at key points in the exam cycle
- Teaching staff extended absence at key points in the exam cycle
- Invigilators - lack of appropriately trained invigilators or invigilator absence
- Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
- Failure of IT systems
- Disruption of teaching time – centre closed for an extended period
- Candidates unable to take examinations because of a crisis – centre remains open
- Centre unable to open as normal during the exams period
- Disruption in the distribution of examination papers
- Disruption to the transportation of completed examination scripts
- Assessment evidence is not available to be marked
- Centre unable to distribute results as normal
- Further guidance to inform and implement contingency planning

- Ofqual
- JCQ
- GOV.UK

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at insert centre name. By outlining actions/procedures to be invoked in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to "have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;"

Causes of potential disruption to the exam process

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
- Non Examined 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:

- Exam officer to write document that explains key tasks undertaken and how they are completed
- Line manager to co-ordinate this work in absence of exams officer

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

- Access arrangement candidate support not arranged for exam rooms

Centre actions:

- Source support from external provider

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Final entry information not provided to the exams officer on time; resulting in:

- Candidates not being entered for exams/assessments or being entered late
- Late or other penalty fees being charged by awarding bodies
- Non Examined Assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- Department procedures

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Centre actions:

- Non-Teaching staff used. Advertise if known in advance.

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

Criteria for implementation of the plan:

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

Centre actions:

- Alternative areas used: Sports Hall/Jubilee Hall/Junior School/Alternative School Buildings

Failure of IT systems

Criteria for implementation of the plan:

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

Centre actions:

- ICT Support

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
- The centre to communicate with parent/carers, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- Materials posted on line

Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan:

Candidates are unable to attend the examination centre to take examinations as normal
 The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue.
 The centre to communicate with parent/carers, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Co-ordinate with exam board/contact pupils

Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations
- The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Jubilee Hall/Junior School Hall/Alternative Buildings in School

Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations
The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

Contact Exam Board/Email and Photocopy

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan:

Delay in normal collection arrangements for completed examination scripts
The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- Store in Secure Area/Take to designated parcel force depot

Assessment evidence is not available to be marked

Criteria for implementation of the plan:

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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parent/carers or carers. [JCP scenario 6]

Centre actions:

- Contact Exam Board

Centre unable to distribute results as normal

Criteria for implementation of the plan:

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

Centres to contact awarding organisations about alternative options.

Centre actions:

- ICT support services/Email results



Appendix 5

Emergency Evacuation Procedure Policy

Written / Reviewed:	January 2025
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Staff Responsible:	Exams Officer
Review:	January 2027

Emergency Evacuation Procedure

In the event of an emergency evacuation of an exams room for events such as:

- Fire/Fire alarm
- Bomb alert
- Any other emergency which requires an evacuation of an exams room

Invigilators at Hobart High School have been informed that they must take the following action (in accordance with JCQ ICE regulation 18: Emergencies):

1. Stop the candidates from writing.
2. Collect the attendance register (in order to ensure all candidates are present).
3. Evacuate the examination room in line with the instructions given by the appropriate authority.
4. Advise candidates to leave all question papers and scripts in the examination room.
 - 4a. If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
5. Inform candidates they must leave the room in silence.
6. Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
7. When instructed, supervise the return of candidates to the exam room.
8. Make a note of the time of the interruption and how long it lasted.
9. Allow the candidates the full working time set for the examination.
10. Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body.

In addition to the actions required by JCQ ICE regulation 18 above, invigilators are also informed of the following centre-specific actions or information:

Candidates will line up in an area between the staff assembly point and the sports hall. The attendance register must be shown to the Office staff to confirm all students are safely out of the building



Appendix 6

Artificial Intelligence Policy

Written / Reviewed:	January 2025
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Aims: The aim of this policy is to provide guidance and support to all stakeholders, with regard to the use of generative Artificial Intelligence (AI) in school; whilst ensuring that we protect the integrity of assessments, in line with the guidance from the JCQ.

Intentions/Guiding principles

- At Hobart High School we are keen to embrace the opportunities that Artificial Intelligence (AI) affords our learners, and we are aware of the need to educate students and prepare them for the workplace, where AI will potentially play a key role.
- We encourage the use of AI to expand classroom instruction, facilitate personalised learning, develop student curiosity, critical thinking and personalised learning.
- We also encourage the use of AI to reduce teacher workload and provide feedback and personalised assessment of student work.
- AI will not replace direct instruction of teacher interaction.
- Teachers will guide and monitor student use of AI, to ensure that it aligns with the School's curriculum objectives and learning outcomes.
- We will take a proactive stance about AI-related safeguarding risks
- We will ensure that any use of AI in Non-Examination Assessment (NEA) materials is compliant with the guidance set out by the JCQ: https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf
- We continue to ensure that examinations are secure from the use of AI, as set out in the JCQ document above.

Misuse of Artificial Intelligence in NEAs

Students must make sure that work submitted for assessment is demonstrably their own.

If sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and the student must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be rewarded.

If teachers have doubts that the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action.

Monitoring of AI use

In order to reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

- Explain the importance to all students of submitting their own independent work for assessments.
- Ensure that students are clear about how to reference the use of technology and websites appropriately.
- Ensure they are familiar with AI tools, their risks and the available AI detection tools.
- Ensure that if necessary, they know how to disable access to AI/internet if they need to.
- Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration
- Set reasonable deadlines for the submission of work and provide reminders.
- Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- Examine intermediate stages in the production of work to ensure that there is a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- It may occasionally be necessary to engage the student in a short verbal discussion about their work to ascertain that they understand it and it reflects their own independent work.
- Not accept, without further investigation any work that they suspect may have been generated without proper acknowledgement

Identifying misuse:

Teachers and leaders will use a wide range of approaches to review work. These include comparing the assessment material with work previously created by the student. Further examples of what to look for can be found on page 10 of the aforementioned JCQ guidance.

If the teacher suspects malpractice, then the piece of work in question must be submitted to the Exams Officer and they will enlist the use of Automated Detection software to check and verify these concerns.

Use of AI in Exams

We will not use AI in any exam without prior written approval from the JCQ. All AI-based assistance and software will be subject to the regulations laid out by the JCQ.

AI-based assistance or software may only be used if it is authorised by the JCQ and is used in accordance with the regulations.

Teacher use of AI in Marking NEA

Teachers can use AI to support the marking of Non-Exam Assessments (NEAs) for feedback and administrative efficiency, but AI **cannot** be the sole or final arbiter of marks. In line with Ofqual and JCQ procedures, human judgment is mandatory for final, high-stakes decisions to ensure fairness, transparency, and accuracy of marking.

Reporting of Non-Compliance

Any staff member who identifies any AI-based activities or software that is or may be in violation of the JCQ regulations must report the activity or software immediately to the Exams Officer.

Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per the Hobart High School Malpractice Policy.

If AI misuse is identified the consequences may include, but are not limited to:

- Invalidation of the NEA in question
- A failing grade for the NEA or the entire course

Conclusion

At Hobart High School we are keen to embrace the opportunities new technology provides, but this must not come at the expense of upholding the integrity and fairness of assessments.