



# GUISELEY SCHOOL

## Exams Policy

|                       |                                      |
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| Approved on:          | November 2025                        |
| Last Reviewed:        | January 2026                         |
| Review Date:          | January 2027                         |
| Governors' Committee: | Curriculum Standards & Effectiveness |
| Responsible Officer:  | Deputy Head teacher – Curriculum     |

## Key staff involved in the policy

| Role                       | Name(s)  |
|----------------------------|--|
| Head of centre             | Paul Clayton Head teacher  |
| Senior leader(s)           | Steve Vasey Director Exams & Assessments   |
| Exams officer              | Ray Allen Exams Officer  |
| SENCo (or equivalent role) | Kim Ratcliffe Lead SENCo, Mona Foster Assistant SENCo  |
| Senior leader(s)           | R Wood Deputy Head, K Cook Assistant Head, C McGirr Assistant Head, R Probert Assistant Head, H Ogden Director of 6 <sup>th</sup> Form |

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|  |           |
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## Purpose of the policy

The centre is committed to ensuring that the examinations and assessments management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This policy will ensure that:

- all aspects of the centre's process is documented, supporting the centre's contingency plan, and other relevant exams-related policies and procedures are signposted to
- the workforce is well informed and supported
- all centre staff involved in the process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the examination/assessment system at all times
- exam candidates understand the process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff.

The Guiseley School Exams Policy is communicated to all relevant centre staff via the Guiseley School website, and a copy of the policy is available from the Exams Office. Relevant centre staff are informed by the Head of Centre, Exams Officer and Curriculum Leaders where sections of the school exams policy are directly relevant

## Roles and responsibilities overview

(GR 2)

The **head of centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/ assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting published JCQ regulations and awarding body requirements.

The **examinations officer** is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

**The head of centre cannot also be the examinations officer.** A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team and examinations officer support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan.

## Head of centre responsibilities

(GR 1)

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of the current **General Regulations for Approved Centres** (GR) booklet. In particular, heads of centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not

receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

(ICE Introduction) **It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the Instructions for conducting examinations document.** Failure to do so may constitute malpractice as defined in the JCQ document **Suspected Malpractice: Policies and Procedures, 1 September 2025 to 31 August 2026.**

(GR 5.1)

The head of centre must ensure:

- compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. registrations, entries, learner claims, centre-assessed marks or modified papers
- all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

#### **Head of centre**

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
  - *A guide to the special consideration process* (SC)
  - *Access Arrangements and Reasonable Adjustments* (AARA)
  - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
  - *Guidance for centres on cyber security*
  - *Instructions for conducting coursework* (ICC)
  - *Instructions for conducting examinations* (ICE)
  - *Instructions for conducting non-examination assessments (GCE and GCSE specifications)* (NEA)
  - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)* (NEA VTQs)
  - *Notice to Centres – Informing candidates of their centre-assessed marks*
  - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
  - *Suspected Malpractice – Policies and Procedures* (SMPP)
- Ensures the centre has appropriate accommodation at the registered address to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including the assessments or the administration) at the centre:
  - maintains oversight of, and responsibility for, the delivery and administration of the qualification in accordance with JCQ regulations and awarding body requirements
  - has in place a robust written agreement with the third party (unless exclusions apply), that includes provisions which ensure that qualifications are delivered in a way that complies with their agreement with the awarding body, to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
  - ensures that a copy of the written agreement is available for inspection if requested by the awarding body

- monitors delivery by the third party to maintain compliance with the published JCQ regulations and awarding body requirements, ensuring the security and integrity of examinations and assessments
- ensures sufficient managerial and other resources are in place to resolve any issues
- Ensures that relevant members of staff respond promptly to requests and/or actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see **National Centre Number Register and other information requirements** section)
- Ensures that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

### Resilience and contingency arrangements

(GR 3.16-19)

The centre must ensure they are familiar with the regulators' guidance and/or awarding body guidance on ensuring resilience in the qualifications system. Centres should consider putting in place a process for gathering and securely retaining evidence of candidate performance in line with the published guidance.

In the unlikely event that the government determines that examinations cannot go ahead, the centre will need evidence of candidate assessment performance, such as mock examinations, to enable alternative methods of awarding grades.

#### Process for gathering evidence of candidate assessment performance

Centres in England should refer to the document published by Ofqual:  
[Guidance on collecting evidence of student performance to ensure resilience in the qualifications system - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/guidance-on-collecting-evidence-of-student-performance-to-ensure-resilience-in-the-qualifications-system)

The centre must have an up to date written contingency plan.

The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding, which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems.

As part of its contingency plan the centre must identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. The centre must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

## Cyber security

(GR 3.20-21)

The head of centre must ensure there are procedures in place to maintain the security of user accounts by:

- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training

The training must include:

- the importance of creating strong, unique passwords for all accounts
- keeping all account details strictly confidential
- the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access
- how to properly set up and use MFA for both centre and awarding bodies' systems
- an awareness of all types of social engineering/phishing attempts
- the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

Certificates of completed staff cyber training must be downloaded and held on file for inspection. The NCSC training resource provides a certificate of completion of cyber training.

- developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies
- implementing and enforcing robust security measures, including:
  - mandatory MFA for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data
  - regularly reviewing and updating security settings to align with current best practices
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*

Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.

- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

## Cyber security policy

The Centres Cyber Security is available on the Guiseley School website, the Network Office and the Exams Office.

It is the responsibility of the **head of centre** to ensure that the centre:

### Recruitment, selection, training and support

(GR 5.3)

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other appropriate resources, to undertake the delivery and administration of the qualification and assessments as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications

The centre's contingency planning must include succession arrangements for members of staff involved in examination and assessment administration.

- Provides fully qualified teachers/assessors for the verification and marking of centre-assessed components
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leader(s), teachers, the examinations officer (EO) and the SENCo (or equivalent role) to receive appropriate training and support ~~in order~~ to facilitate the effective delivery of examinations and assessments within the centre and ensure compliance with the published JCQ and awarding body regulations
- Ensures the SENCo (or equivalent role), the centre's appointed access arrangements assessor and the examinations officer undertake regular CPD, such as attending an annual update course
- Ensures that the SENCo (or equivalent role) understands the JCQ document [Access Arrangements and Reasonable Adjustments](#) and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer understands relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation (This will ensure the examinations officer and the SENCo are supported as well as ensuring effective centre decision making in line with the published regulations)
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

### External and internal governance arrangements

(GR 5.3)

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent

### Escalation Process

The Centres Escalation Policy is available on the Guiseley School website, the Network Office and the Exams Office.

- Has in place a member of the senior leadership team who has a good working knowledge of the examination system, will provide effective line management support and supervision of the

- examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the exams officer
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments

### Delivery of qualifications

(GR 5.3)

- Delivers qualifications, as required by the awarding body and in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking and implementing reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date practical experience or relevant training where required by the subject.

### Public liability

(GR 5.3)

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

### Conflicts of interest

(GR 5.3) See Policies below)

### Controlled assessments, coursework and non-examination assessments

(GR 5.3)

- Has in place arrangements to co-ordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (This applies to both internal and private candidates)
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject-specific forms by the required date

### Security of assessment materials

(GR 5.3)

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
  - that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
  - reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
  - receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*

- access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
- issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Provides candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

## National Centre Number Register and other information requirements

(GR 5.3)

- Provides contact details as follows:
  - a physical address to which all examination and assessment materials will be despatched – this must be the registered address of the centre
  - a landline telephone number – this must be the number of the main office/ switchboard of the centre
  - a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as 'Yahoo', 'Hotmail' and 'Gmail' are not acceptable)
 

Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites
  - the name of the head of centre and their email address
  - senior designated contact details (this might include a personal mobile number and/or email address) (These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue)
- Completes the National Centre Number Register annual update by the end of October every year even if there are no changes to centre details
  - informs the National Centre Number Register Team immediately (email address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place (This must be on centre headed stationery which can be sent as an email attachment including the signature of the head of centre)
  - informs the National Centre Number Register Team (email address – ncn@ocr.org. uk) of any changes to relevant contact details no later than 6 weeks prior to moving to a new address or re-locating of the secure storage facility (This must be on centre headed stationery which can be sent as an email attachment)
  - informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
  - completes the National Centre Number Register Head of Centre Declaration by the end of October every year confirming they are aware of and adhering to the latest versions of the JCQ regulations
  - responds to any other reasonable requests made by the National Centre Number Register Team
- (GR 1.9) Understands that the responsibility for completing the Head of Centre declaration survey cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre declaration and/or requests or actions raised by the JCQ Centre Inspection Service, will result in:
  - the centre status being suspended
  - the centre not being able to submit examination entries
  - the centre not receiving or being able to access question papers

and ultimately, awarding bodies could withdraw their approval of the centre.

 ncannualupdate <ncannualupdate@ocr.org.uk>  
To: R Allen  
① This sender ncannualupdate@ocr.org.uk is from outside your organisation.

     Thu 16/10/2025 12:55

**JCQ NCN Annual Update 2025: Acknowledgement**

**Centre: 37613**

Dear Colleague

Thank you for completing your centre's JCQ NCN Annual Update for 2025.

If there were any changes to your centre details, these will be actioned as soon as possible and passed on to the JCQ awarding bodies. We will contact you if we have any questions.

More information about the JCQ NCN Annual Update is available from the [Cambridge OCR Website](#).

With best wishes

JCQ NCN Administration Team

\*The JCQ National Centre Number (NCN) Register is used by the unitary awarding bodies to maintain centre data held in their internal systems. The information from the NCN is also supplied to the Department for Education (DfE). Therefore, it is essential the data we hold for your centre is correct.

## Centre inspections

(GR 5.3)

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation, or an unannounced visit or any requests for information within the stipulated timeframe
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify themselves with a formal identity document and **must** be accompanied throughout their tour of the premises, including inspection of the centre's secure storage facility

## Policies available for inspection

(GR 5.3)

- Has in place the following written policies for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:
  - a child protection/safeguarding policy including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

### Child Protection/Safeguarding Policy (Exams)

Details can be found in the Child Protection/Safeguarding Policy 2025-26, which is available on the exams section of the main school website.

Refer to GR (section 5.3) **Policies available for inspection**

- a complaints policy

### Complaints Policy (Exams)

Details can be found in the Complaints Policy 2025-26, which is available on the section of main school website.

Refer to GR (section 5.8) **Candidate information** and (section 5.3) **Policies available for inspection**

- a conflicts of interest policy

## Conflicts of interest

(GR 5.3)

- Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
  - any members of centre staff who are taking a qualification at this centre which includes internally-assessed components/units\*
  - any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally-assessed components/units, and
- maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:
  - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments, either at this centre or other centres
  - centre staff are taking qualifications at this centre which do not include internally-assessed components/units\*
  - centre staff are taking qualifications at other centres
- Retains records of all conflicts of interest, including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)
- \*Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:
  - 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 the examination materials
  - 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

## Conflicts of Interest Policy (Exams)

Details can be found in the Conflicts of Interest Policy 2025-26, which is available on the exams section of the main school website)

Refer to GR (section 5.3) Conflicts of interest and Policies available for inspection

Re: GCE-CTEC-GCSE-CNAT SUMMFR 2025 EXAMS + ASSESSMENTS CONFLICTS OF INTEREST



Tue 18/11/2025 15:35

ALL - IMPORTANT ATTENTION REQUIRED

If you have a "conflict of interest" around the GCE-CTEC-GCSE-CNAT exams & assessments 2024-25.

- a contingency plan which covers all aspects of examination/assessment administration and delivery

### Contingency Plan

Details can be found in the Examinations Contingency policy 2025-26, which is available on the exams section of the main school website Refer to GR (section 5.3) **Policies available for inspection**

- a data protection policy

### Data Protection Policy (Exams)

Details can be found in the Data Protection Policy 2025-26, which is available on the main school website.

Also refer to [GR \(5.8\) Candidate information](#)

Consideration may also need to be given to the centre's policy on sharing candidates' results and other exams related information with those with parental responsibility and third parties

#### Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. This suggests that candidate consent should be sought to share results or other exams-related information with a third party.

Other legislation and guidance may need to be taken into account regarding sharing information with parents, as example information from the DfE for schools regarding parental responsibility and school reports on pupil performance:

- Understanding and dealing with issues relating to parental responsibility  
[www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility](http://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility)
- School reports on pupil performance: guidance for headteachers  
[www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers](http://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers)

#### Publication of exam results

Refer to ICO (Information Commissioner's Office) [Schools, universities and colleges](#) information and [Exam results](#)

- A equalities policy

### Equalities Policy

Details can be found in the Equalities Policy 2025-26, which is available on the main school website.

Refer to GR (section 5.3) **Policies available for inspection** and (5.4) **Access arrangements and reasonable adjustments**

Also refer to [GR \(5.4\) Access arrangements and reasonable adjustments](#)

- an internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration

### Internal Appeals Procedure

Details can be found in the Internal Appeals & Procedures 2025-26, which is available on the exams section of the main school website)

Refer to GR (section 5.7) **Centre assessed work**, (section 5.13) **Post-results services and appeals**, (section 5.3) **Policies available for inspection**)

- a malpractice policy which covers all qualifications delivered by the centre. The policy must detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments and how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body. It must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice).

### Malpractice Policy

Guiseley School follows the Policies and Procedures agreed by the Joint Council for Qualifications for dealing with breach of security and malpractice investigations related to candidates, centre staff and centres 2025-26. The Policies and Procedures are available on the exams section of the School Website.

Refer to GR (section 5.3) **Policies available for inspection**

Also refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with reference to the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged)

Also refer to **Information for candidates AI (Artificial Intelligence and assessments)** ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice))

- a policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated (For CCEA GCSE centres this would be a written controlled assessments policy)

### Non-examination Assessment (including controlled assessments and coursework) Policy

Details can be found in the Non-examination Assessment policy 2025-26, which is available on the exams section of the main school website Refer to GR (section 5.3) **Policies available for inspection** Also refer to **GR (5.7) Centre assessed work, NEA (1)**

*The Non-Examinations Assessment policy is available in the Examinations section of the Guiseley School website and the exams office.*

*All staff are placed on notice regarding the Schools Non-Examined Assessment Policy and in particular with regards to JCQ Instructions for Conduct of Non-exam Assessments 2025-26 in school and the ruling in Section 4.2 "NO TEMPLATES RULING"*

*This is Section 4.2 as it is worded in the ICNA booklet and ALL Teaching Staff involved in Non-examined Assessments at GCE-GCSE level are required to read and understand this. Section 4.2 of the ICNA 2025-26 is also referred to in the school Examinations Policy 2025-26.*

Refer to **GR** (sections 5.3x, 5.7) and **NEA** (section 1)

## **4.2 Advice and feedback**

As appropriate to the subject and component, centres should advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (e.g. chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

### **What advice and feedback can teachers give to candidates during the task-taking stage?**

Unless specifically prohibited by the awarding body's specification teachers may:

- review candidates' work and provide oral and written advice at a **general** level;
- having provided advice at a general level, allow candidates to revise and re-draft work.

General advice of this nature **does not** need to be recorded or taken into account when the work is marked.

If teachers give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then they **must** record this assistance and either take it into account when marking the work or submit it to the external examiner.

Annotation should be used to explain how marks were applied in the context of the additional assistance given (see section 6.1).

Teachers **must not** provisionally assess work and then allow the candidate to revise it.

In all subjects teachers **must not** provide any type of assistance which is explicitly prohibited in the awarding body's specification. Assistance **must not** be given if there is no means to record it and to take account of it in the marking.

**Failure to follow this procedure constitutes malpractice.**

All Teaching staff were reminded of this the No Templates Ruling by e-mail on the 11/11/25

RE: ATTENTION! - All Teaching Staff - JCQ Instructions for Conduct of Non-examined Assessment (ICNEA)- NO TEMPLATES RULING



All,

*The centre will have in place and be available for inspection purposes, a **written** policy with regard to the management of GCE and GCSE non-examination assessments; (For CCEA GCSE centres this would be a **written** controlled assessments policy.) (GR 5.7)*

*The JCQ requires each centre to have a non-examination assessment policy in place:*

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

*A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose. The policy will need to cover all types of non-examination assessment.*

*Additionally, each centre must have available for inspection an internal appeals procedure relating to internal assessment decisions. (NEA 1)*

- a whistleblowing policy

### Whistleblowing Policy (Exams)

Details can be found in the Whistleblowing Policy 2025-26, which is available on the exams section of the main school website.

Refer to GR (section 5.3) Policies available for inspection

- a policy on the use of word processors in examinations

### Word Processor Policy (Exams)

Details can be found in the Word Processor (Exams) policy 2025-26, which is available on the exams section of the main school website Refer to GR (section 5.3) Policies available for inspection Also refer to AARA (5.8)

Refer to GR (section 5.3) Policies available for inspection and AA (section 5.8)

(the **criteria** the centre uses to award and allocate word processors for exams is detailed below)

- ▶ 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 (where appropriate); or
  - ▶ working in small groups for reading and/or writing; or
  - ▶ literacy support lessons; or
  - ▶ literacy intervention strategies; and/or
  - ▶ in internal school tests/examinations

► mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course. [AA 5.8]

Refer to GR (section 5.3) and AA (section 5.8))

## Access arrangements and reasonable adjustments

(GR 5.4)

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language and those with a temporary illness or injury
- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)  
†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect
- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate, such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and must be held on file for inspection)
- have a written process in place to check the qualification(s) of their assessor(s) and that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*

- *the Exams Officer will refer to the SENDCO – The SENDCO Kim Ratcliffe working with the appointed centre must confirm the qualification status of the centre assessor in accordance with GR 5.4.*

- The current SEND Assessor is Stephen Kelly AMBDA (Associate Member of the British Dyslexia Association – 19/AMB10165). The BDA Level 7 Diploma in Dyslexia Assessment (AMBDA) qualification for assessing all age groups – dyslexia either in pre-16 or post-16
- Kathryn Slater SEND Assessor Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA) -20/08/25 Cert: 20851554

- assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and fully support the SENCo in effectively implementing those arrangements once approved

## Malpractice

(GR 5.11)

The centre will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding immediately of any alleged, suspected or actual incidents of malpractice or maladministration involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the current JCQ document *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require
- (GR 6.2) Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*

## Personal data

(GR 6.6, 6.8)

It is the responsibility of centres to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programs and data (“Student Materials”). Awarding bodies may use the Student Materials to evaluate candidates’ performance in the relevant assessment. They may also use the Student Materials for other purposes as outlined in their privacy policies and in accordance with their terms. Candidates should be directed to the relevant awarding body’s privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Where a centre or third party is in possession of any Student Materials for the purposes of candidate assessment, the Student Materials will be held on behalf of the awarding body.

## Exams officer (EO)

- Understands the contents of annually updated JCQ documents including:

- [A guide to the special consideration process](#)
- [General Regulations for Approved Centres](#)
- [Instructions for conducting examinations](#)
- [Post-Results Services \(PRS\)](#)
- [Suspected Malpractice - Policies and Procedures](#)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by Cambridge OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October every year even if there are no changes to centre details, to confirm the centre's contact details or informs of any changes ((and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining internal records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials on the requirements for maintaining the integrity and security of confidential examination/assessment materials

## Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to current JCQ documents including:
  - *A guide to the special consideration process*
  - *Access Arrangements and Reasonable Adjustments*
  - *AI Use in Assessments: Your role in protecting the integrity of qualifications*
  - *Guidance for centres on cyber security*
  - *Instructions for conducting coursework*
  - *Instructions for conducting examinations*
  - *Instructions for conducting non-examination assessments (GCE and GCSE specifications)*
  - *Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)*
  - *Notice to Centres – Informing candidates of their centre-assessed marks*
  - *Plagiarism in Assessments – Guidance for Teachers/Assessors*
  - *Post-Results Services*
  - *Suspected Malpractice – Policies and Procedures*
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

## Special educational needs co-ordinator (SENCo) or equivalent role

- Understands the contents, refers to and directs relevant centre staff to current JCQ documents including:
  - [Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification ([GR 5.4](#))
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s) and supporting evidence of need (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/assessments to meet candidates' needs, e.g. sufficient readers and scribes

## Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

## Invigilators

- Attend/undertake training (on the current regulations), update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

## Reception staff

- Support the EO in the receipt and dispatch of confidential materials and follow the requirements for maintaining the integrity and security of confidential examination/assessment materials

## Site staff

- Support the EO in relevant matters relating to exam rooms and resources

## Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

## The exam cycle

The exams management and administration process that needs to be undertaken for each **exam series** is referred to as the **exam cycle** and relevant tasks which need to be undertaken before, during and after an exam series grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

### **Planning: roles and responsibilities**

#### Secure materials

##### **Head of centre**

([GR](#) 3.6)

- Ensures the centre has a secure storage facility in a room solely assigned to examinations  
([ICE](#) 3.1)

##### **The secure room and the secure storage facility**

Question papers and pre-release materials issued by the awarding bodies must always be stored at the centre's registered address in a secure room with a secure storage facility, e.g. safe or security cabinet.

##### **The secure room**

The secure room must only be used for the purpose of administering secure examination materials.

Access to the secure room **must** be restricted to between two and six key holders, one of whom **must** be the exams officer. The two to six key holders **must** be permanent members of staff or members of staff who have a formal contract of employment and are subject to standard HR policies and procedures...

The secure room **must** be accessible throughout an examination series for the storage of question papers and be available for inspection.

##### **The secure storage facility**

Access to the secure storage facility **must** be restricted to between two and six key holders, one of whom **must** be the exams officer.

The two to six key holders **must** either be part of the exams team or the senior leadership team. A key holder from the exams team **must** be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures.

When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room **must** be closed.

#### Information sharing

##### **Head of centre**

- Directs relevant centre staff to annually updated JCQ documents including [GR](#), [ICE](#), [AARA](#), [SMPP](#), [ICC](#), [NEA](#) and [SC](#)

##### **Exams officer**

- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates

- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

### Information gathering

#### **Exams officer**

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- (where applicable to the role) Collects information on internal exams/assessments to enable preparation for and conduct of (insert the titles these internal exams/assessments are referred to in the centre)

#### **Senior leaders**

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

### Access arrangements

#### **Head of centre**

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

#### **SENCo (or equivalent role)**

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Informs relevant candidates that an application for access arrangements will be processed using *Access Arrangements Online (AAO)*, complying with the UK GDPR and the Data Protection Act 2018
- Applies for approval using AAO via the Centre Admin Portal (CAP), where required or through the awarding body where any qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period

- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

### **Senior leaders, Teaching staff**

- Support the SENCo (or equivalent role) in determining and implementing appropriate access arrangements/reasonable adjustments
- (Senior leader) Provides an annually reviewed and updated word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

### Internal assessment and endorsements

#### **Head of centre**

##### **Controlled assessments, coursework, non-examination assessments and portfolios of evidence**

(GR 5.7)

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single group for the moderation of centre-assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)
- Ensures only current assessment materials/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Before submitting marks to the awarding body ensures candidates are informed of their centre-assessed marks and allows a candidate to request a review of the centre's marking
- Ensures that all associated administrative tasks are completed in an accurate and timely manner, e.g. marks are correctly calculated, recorded and submitted by the published date (It is the responsibility of the centre to carefully check the marks it is submitting to an awarding body)
- Ensures submission of centre-assessed marks and moderation samples, if required by the awarding body, by the published date (It is the responsibility of the centre to ensure that moderators receive the correct samples of work to review)
- Ensures a written internal appeals procedure relating to internal assessment decisions is in place and ensures that details of this procedure are communicated, made widely available and accessible to all candidates
- Ensures a written policy regarding the management of non-examination assessments, including controlled assessments and coursework, which includes details on how candidates' work will be authenticated, is in place
- Ensures that where candidates' work is produced electronically it is backed-up and considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud (Implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks)

## Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering GCE & GCSE specifications and Vocational and Technical Qualifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff inform candidates of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

## Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre-assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body
- 

## Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ [Information for candidates documents](#) that are annually updated

## Invigilation

### Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times
- Ensures that, wherever possible the following individuals are not assigned as invigilators during an examination: a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a learning support assistant who has supported one or more candidates.

### Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration or malpractice sanctions are applied to them
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year, before they are allocated to invigilate an exam

- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

### **Entries and registrations: roles and responsibilities**

#### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.6 Entries and registrations](#))

#### Estimated entries

##### **Exams officer**

- Requests estimated or early entry information, where this may be required by awarding bodies, from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met

##### **Estimated entries collection and submission procedure**

Details of Estimated Entries for the two succeeding academic years are provided by the Head of department in July annually to meet the awarding body external deadlines.

Estimated Entries information provided

By Curriculum Leader for all required subjects (exam boards no longer require estimates in all subjects)

and submitted to the exam Board online

#### **Senior leaders**

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

#### Final entries

##### **Head of centre**

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. registrations, entries, learner claims

##### **Exams officer**

- Requests final entry/registration information from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs senior leaders of subsequent deadlines for making changes to final entry information without charge
- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with senior leaders final entry information that has been submitted to awarding bodies

- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the registration, entry and timely withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

#### **Final entries collection and submission procedure**

Entries will be made on ARBOR by the Exams Office.

Once entries made; Exams Officer return printed entry mark sheets to be checked and signed off by Curriculum Leaders.)

EDI files will be submitted on ABOR and to the Exam Boards via A2C by the Exams Office.

#### **Senior leaders**

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
  - changes to candidate personal details
  - amendments to existing entries
  - withdrawals of existing entries
- Check final entry submission information provided by the EO and confirms information is correct

#### Entry fees

The school will pay all normal exam fees on behalf of candidates where the candidate is entering the exam or assessment for the first time.

Regarding exam resits; if the student is attending lessons for the Unit examined then the school will pay all normal exam fees on behalf of the candidate.

#### Late entries

##### **Exams officer**

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

#### **Senior leaders**

- Minimise the risk of late entries by
  - following procedures identified by the EO in relation to making final entries on time
  - meeting internal deadlines identified by the EO for making final entries

#### Re-sit entries

Resit fees are the responsibility of the candidate, unless there are exceptional circumstances i.e.: pupil premium, financial hardship, schools discretion

Candidates must pay all Resit fees owed, prior to an entry being made on their behalf. The exam board deadline for entry to the GCE-GCSE Summer exam series is 21 February 2026

Candidates parents/carers will receive notification of exam fees payable at least 28 days prior to the exams series; entry deadline in which fees are chargeable. *Candidates are required to settle their entry fee's prior to the entry deadline; or risk not being entered for their requested resit*

Candidates who fail to pay their exam fees may be allowed to sit their exam at the discretion of the Head of Centre/Exams officer

Unpaid exam fees will be pursued on a case by case basis by the Finance Office in conjunction with the exams office

## **Private candidates**

### **Private Candidates Policy**

Entries from external candidates will be only be accepted where they have previously completed examinations at Guiseley school. They will be accepted case-by-case, subject to the approval of the relevant Curriculum Leader and subject to the capacity of the school to support their invigilation.

As well as Exam Board entry fee's an appropriate administration fee will be charged.

All fee's must be paid in full prior to the entry being made to the awarding body. Refer to [GR](#) (5.3, 5.4, 5.6, 5.8, 5.13)

### **Why have a policy on this?**

Whether a centre accepts private candidates is a centre decision. Having a documented policy will:

- support any member of centre staff dealing with a query in confirming if the centre considers accepting private candidates
- confirm any particular conditions in place before any entry from a private candidate would be considered for acceptance

## **Candidate statements of entry**

### **Exams officer**

- Provides candidates with statements of entry for checking

### **Teaching staff**

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

### **Candidates**

- Confirm entry information is correct or notify the EO of any discrepancies

## **Pre-exams: roles and responsibilities**

### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met (With reference to [GR](#) 5.8 Candidate information)

## **Access arrangements and reasonable adjustments**

### **SENCo (or equivalent role)**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates with learning difficulties or disabilities, those for whom English is an additional language and those with a temporary illness or injury
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for them

- Ensures exam information (JCQ information for candidates documents, individual exam timetable, etc.) is adapted where this may be required for a candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Ensures the person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant (Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate and that the candidate is assessed by the centre's appointed assessor

### Briefing candidates

#### **Exams officer**

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - exam timetable clashes
  - arriving late for an exam
  - absence or illness during exams
  - what equipment is/is not provided by the centre
  - food and drink in exam rooms
  - unauthorised items in exam rooms
  - when and how results will be issued and the staff that will be available
  - post-results services information and how the centre will deal with requests from candidates
  - when and how certificates will be issued

#### **Access to Scripts, Reviews of Results and Appeals Procedures**

*The Exams Office will make details of procedures available in accordance with the current publish JCQ GCE-GCSE, Projects; Post Results Information & Guidance booklet June - November 2025-26. Post Results procedures will be published on the School Website and candidates are informed by their Year Head (before they sit their exams) As a suggestion **only**, procedures might detail how candidates are informed (before they sit their exams) of*

- when, where and with whom they will have the opportunity to discuss their results
- the arrangements for post-results services, including
  - how they request a service
  - when they will be informed of
    - the services that will be made available by the awarding bodies
    - the deadlines that have to be met
    - the fees that will be charged
  - how they are informed of the outcome of their request

- the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a review of results or an appeal

Refer to [GR 5.13](#))

*The centre will... treat all candidates equally, including private candidates, throughout the examination process. This would also extend to post-results services and appeals (GR 5.6)*

Refer to GR (sections 5.13, 5.6)

## Dispatch of exam scripts

### **Exams officer**

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

## Estimated grades

### **Senior leaders**

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

### **Exams officer**

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

## Internal assessment and endorsements

### **Head of centre**

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

### **SENCo (or equivalent role)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre-assessed marks prior to marks being submitted to awarding bodies

### **Senior leaders**

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements

- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

#### **Exams officer**

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline (or delegates this task to relevant teaching staff)
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

#### **Candidates**

- Authenticate their work as required by the awarding body

#### Invigilation arrangements

#### **Exams officer**

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a one-to-one basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/prompter/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

#### **SENCo (or equivalent role)**

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

#### **Invigilators**

- Provide information as requested on their availability to invigilate throughout an exam series

#### JCQ Centre Inspections

#### **Exams officer or Senior leader**

- Will accompany the Inspector throughout a visit

#### **SENCo (or equivalent role) or relevant Senior leader (in the absence of the SENCo)**

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

#### Seating and identifying candidates in exam rooms

#### **Exams officer**

- Ensures a procedure is in place to verify the identity of all candidates

## Candidate Identification Procedure

Seating plans are produced through the MIS system, and candidate ID, cards with the photo & exam number. This is displayed on the desk for the invigilator to view. Senior Leaders & Heads of department are also available to identify candidates as required by the exams officer, should the student does not produce their identification card.

Refer to [GR](#) (5.6, 5.9) and [ICE](#) (16)

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

## Invigilators

- Follow the procedure provided by the EO which details how the identity of all candidates sitting exams will be confirmed
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

## Security of exam materials

### Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential exam materials are only handed over to authorised members of staff
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packaging and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)

A minimum of two and a maximum of six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.

- Ensures that the question paper is printed correctly, is of good quality and is collated in the right order

### **Reception staff**

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transfer to the secure storage facility

### **Teaching staff**

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

### Timetabling and rooming

### **Exams officer**

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

### **Overnight Supervision Arrangements Policy**

Guiseley School will apply overnight supervision arrangements as a last resort once all other options are exhausted. A JCQ Timetable Variation form including supervisors declaration must be completed and signed by the candidate and the person acting as supervisor. The supervisor will be the parent/carer of the candidate not a member of Guiseley School staff. The completed declaration will be signed by the Head of Centre who will act reasonably to ensure the conditions for overnight supervision are met and agrees to immediately report to the awarding body any known or suspected contraventions

Refer to [ICE \(8\)](#)

*Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted...*

*...candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays (see paragraph 8.5-8.11). Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable...*

*The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have*

### **Why have a policy on this?**

Allowing a candidate to take an exam paper the following morning due to an eligible overnight supervision arrangement is at the discretion of the centre. Having a documented policy ensures:

- the correct procedure is followed
- appropriate arrangements are put in place
- candidates (and/or parents/carers) understand when, or indeed if, appropriate arrangements can/will be made

the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios

- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates

#### **SENCo (or equivalent role)**

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

#### **Site staff**

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

#### Alternative site arrangements

##### **Exams officer**

- (Where/if applicable to the centre) Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site form online using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

#### Centre consortium arrangements

##### **Exams officer**

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

#### **Senior leaders**

- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

#### Transferred candidate arrangements

##### **Exams officer**

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

#### Internal exams/assessments

##### **Exams officer**

- Prepares for the conduct of internal exams/assessments under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

## **SENCo (or equivalent role)**

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

## **Teaching staff**

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

## **Exam time: roles and responsibilities**

### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.9 Conducting examinations and assessments](#))

### Access arrangements

#### **Exams officer**

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exam
  - Liaises with the SENCo to apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

### Candidate absence

#### **Candidate Absence Policy**

*The exams office is responsible for verifying the attendance in the examination room. Absences are reported to the Attendance Officer who liaises with Senior Leaders to establish the whereabouts of the absent candidates. Candidates absent from exams are managed in accordance with the guidelines set out in JCQ ICE22..*

*Late arrivals are allowed into the exam room under strict supervision authorised by the Exams Officer. Attending invigilators are instructed by the Exams Officer regarding the management of the late arriving candidate. Candidates who arrive late for exams are given the opportunity to sit the exam for the full duration.*

*Persistent late arrivals are managed proactively by the Senior Leaders in advance of timetabled examinations by working with candidates and parents/carers to limit the incidence of late arrival. Where candidates are late; Senior Leaders place emphasis on the whereabouts of the candidate and ensuring arrival in school to meet the late arrival policy set out in JCQ ICE22.*

*A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. This is entirely at the discretion of the centre.*

*A candidate who arrives late, and is permitted by the centre to sit the examination, must be allowed the full time for the examination. (ICE 22)*

Refer to [ICE \(22\)](#)

#### **Why have a policy on this?**

Centres will likely have different strategies for dealing with unauthorised absences from exams. Having a documented policy ensures:

- candidates are aware of what they need to do if they are likely to be absent from an exam

- staff involved in the exams process understand how absent candidates who have not contacted the centre regarding their absence will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

## Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

## Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams

### Candidate behaviour

See *Irregularities* below.

### Candidate belongings

See *Unauthorised items* below.

### Candidate late arrival

## Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

## Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

### **Candidate Late Arrival Policy**

*The exams office is responsible for verifying the attendance in the examination room. Absences are reported to the Attendance Officer who liaises with Senior Leaders to establish the whereabouts of the absent candidates. Late arrivals for exams are managed in accordance with the guidelines set out in Refer to ICE (section 21)*

*Late arrivals are allowed into the exam room under strict supervision authorised by the Exams Officer. Attending invigilators are instructed by the Exams Officer regarding the management of the late arriving candidate. Candidates who arrive late for exams are given the opportunity to sit the exam for the full duration.*

*Persistent late arrivals are managed proactively by the Senior Leaders in advance of timetabled examinations by working with candidates and parents/carers to limit the incidence of late arrival. Where candidates are late; Senior Leaders place emphasis on the whereabouts of the candidate and ensuring arrival in school to meet the late arrival policy set out in JCQ ICE21.*

*A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. This is entirely at the discretion of the centre.*

*A candidate who arrives late, and is permitted by the centre to sit the examination, must be allowed the full time for the examination. (ICE 21)*

Refer to [ICE \(21\)](#)

### **Why have a policy on this?**

Permitting candidates who arrive after the start of an exam to enter the exam room and sit the exam is at the centre's discretion

. Having a documented policy ensures:

- candidates are aware of what will or won't happen should they arrive late
- staff involved in the exams process understand how this will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

## Conducting exams

### **Head of centre**

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

### **Exams officer**

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with, and associated follow-up is completed

## Dispatch of exam scripts

### **Exams officer**

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

## Exam papers and materials

### **Exams officer**

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- Ensures question papers are always kept in their sealed packets until the second pair of eyes check and log have been completed
- Ensures the second pair of eyes check takes place immediately before each question paper packet is opened in the designated examination room
- If the question paper packet needs to be split for different rooms on one or more sites or for an access arrangement, ensures the check takes place in the secure room
- Ensures unused question papers are not released to any individual until 24 hours after the awarding body's published finishing time for the examination (Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight

supervision arrangement, unused question papers for that examination must not be released to any individual until the candidate has completed that examination)

## Exam rooms

### **Head of centre**

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

### **Food and Drink Policy (Exams)**

*Still water is the only drink that is allowed in the examination room (bottles must have no label). Food and sweets are not permitted in the examination room.*

*Reference should be made to the exams office; prior to the exam where a candidate requires something to eat during the exam. E.g. medical reasons.*

*"Food and drink may be allowed in the examination room at the discretion of the head of centre. However, this is on the condition that any food or drink brought into the examination room whether by the candidate or the centre is free from packaging and all labels are removed from drink containers* (ICE 18)

Refer to ICE (section 18)

Refer to ICE (18)

### **Why have a policy on this?**

Allowing food and drink in an exam room is at the head of centre's discretion. Having a documented policy ensures:

- candidates are clear on what is or what is not allowed
- staff involved in the exams process are aware of what is and what is not allowed and how this will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

### **Leaving the Examination Room Policy**

*Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23)*

Refer to ICE (section 23)

### **Why have a policy on this?**

Allowing time to be compensated where a candidate leaves the exam room temporarily, accompanied by a member of centre staff, is at the discretion centre. Having a documented policy ensures:

- candidates are aware of the centre's arrangements where time may or may not be compensated for any temporary absence from the exam room

- staff involved in the exams process understand how this will be managed at the time of the exam
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

## Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

## Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated
- Ensure a procedure is in place in case of an emergency evacuation (lockdown)

### Emergency Evacuation Policy (Exams)

The Emergency Evacuation Policy 2025-26 is in the Examinations section of the Guiseley School website or the exams office.

*When dealing with emergencies, staff must be aware of the centre's policy and, where appropriate, any instructions from relevant local or national agencies. Reference should also be made to the following document: <https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>*

Refer to ICE (25)

### Lockdown Policy (Exams)

The Lockdown Policy 2025-26 is in the Examinations section of the Guiseley School website or the exams office.

## Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

## Invigilators

- Conduct exams in every exam room according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

## Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

## Irregularities

### Head of centre

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

### Managing Behaviour Policy (Exams)

In the event of poor candidate behaviour during the exam or assessment. Invigilators contact the exams officer who will request the assistant of Senior Leaders to manage the behaviour issues and avoid disruption to other candidates in the exam room.

*The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room. (ICE 24)*

Refer for prompt to ICE (24)

### Why have a policy on this?

Having a documented policy/procedure on how behaviour in exam rooms is managed ensures staff conducting exams understand the process to be followed and candidates are aware of the possible consequences of any disruptive actions

## Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

## Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

## Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

## Malpractice

See *Irregularities* above.

## Special consideration

### **Senior leaders**

- Support eligible applications for special consideration by authorising appropriate evidence

### **Exams officer**

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

### **Candidates**

- Provide appropriate evidence to support special consideration applications, where required

### Unauthorised items

#### **Arrangements for unauthorised items taken into the exam room**

Candidate personal belongings are kept away from the exam rooms and stored in personal lockers. Where a candidate arrives at the exam room with any unauthorised items they are given the opportunity to make this known to the Snr Invigilator. Each desk is assigned its own zip plastic bag into which the candidate can place any unauthorised item (mobile phone; mp3; wrist watch) and this is secured by the Exams Data/Team for collection at the end of the exam

Refer for prompt to [ICE \(18\)](#)

### **Invigilators**

- Are informed of the arrangements through training

### Internal exams/assessments

### **Exams officer**

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

### **Invigilators**

- Conduct internal exams as briefed by the EO

### **Results and post-results: roles and responsibilities**

### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.12 Results, 5.13 Post-results services and appeals, 5.14 Certificates](#))

### Internal assessment

### **Senior leaders**

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates after the retention period or disposed of according to the requirements

### Managing results day(s)

### **Senior leaders**

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any

requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

#### **Exams officer**

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

#### **Site staff**

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

#### Accessing results

##### **Head of centre**

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

##### **Exams officer**

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

#### Post-results services

##### **Head of centre**

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

##### **Exams officer**

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

## Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

## Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

## Analysis of results

### **(insert job role title)**

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre)  
<https://check-your-performance-measures-data.education.gov.uk/hc/en-gb>

## Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

### **Certificate Issue Procedure and Retention Policy**

Certificates are presented in person or collected and signed for. A record is kept of distributed certificates. Replacement certificates are only issued where a candidate agrees to pay the costs incurred. Certificates are retained in line with Exam Boards guidelines and General Data Protection. (to support this detail, refer to the requirements in [GRGR 5.14](#))

## Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

### **Exams review: roles and responsibilities**

#### **Exams officer**

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

#### **Senior leaders**

- Work with the EO to produce a plan to action any required improvements identified in the review

### **Retention of records: roles and responsibilities**

#### **Exams officer**

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy

- Provides an exams archiving policy that identifies information held, retention period and method of disposal

#### **Exams Archiving Policy**

Exam records are recorded in the schools MIS system and are archived periodically

## Appendices

Include any documentation or information here that you have made reference to in the policy that has been provided as an appendix. Number each appendix and start each one on a new page. If no appendices are provided – delete this page. (**Remember** adding or deleting headings from the policy template affects the table of contents which will need updating)

### Appendix 1 - Statutory tests and qualifications offered

- The statutory tests and qualifications offered at this centre are decided by the Head of Centre, Curriculum Leaders and the Senior Leadership Team.
- All changes to tests and qualifications offered by the centre are communicated to the exams office, prior to the commencement of the academic year
- The statutory tests and qualifications offered are, Lucid Exact & Recall Tests, Entry Level, Functional Skills, GCSE, Cambridge National, Cambridge Technical, AAQ Cambridge National, Level 3, Advanced Level 3, GCE, BTEC Extended Certificate Level 3 National, WJEC Applied Level 3 Certificate/Diploma.
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 26/06/26
- Decisions on whether a candidate should not take an individual subject or all National Curriculum Tests will be taken in consultation with the parents/carers, Subject Teachers, Head of key stage and the Curriculum Leaders.

### At Key Stage 4

- All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.
- The Deputy Head Teacher to ensure that except in exceptional cases all Key Stage 4 candidates are entered, and that Curriculum Leaders are informed where there are any issues.

### Exam seasons are scheduled in November, December January, February, April, May & June

- *Coursework assignments & Non-examined assessments are held during the academic year.*
- *External GCE, Level 3 Technical, January & May/June*
- *External GCSE & Level 2 National exams are held in Nov, Jan, May/June*
- *Internal (Pre-public exams) GCE + Level 3 Technical exams are held in November & February*
- *Internal (Pre-public) GCSE + Level 2 National exams are scheduled in November & February*
- *There are two Internal cycles of assessment for Years 12(Jan/June), 10(Nov/Mar), 9(Jan/June), 8 (Nov/Mar) and 7(Jan/June).*
- *External Functional Skills & Lucid Exact & Recall tests are held throughout the school year*
- *Level3 Technical Qualifications follow the academic year for enrolment.*
- *Level 3 BTEC Qualifications follow the academic year for enrolment.*
- *Learning programmes are of one or two year's duration.*

- *Contact the Exams Office 01943 882356 for specific information regarding the Examinations & Assessment Timetable.*
- *The 2025-26 GCE-GCSE Examination Timetable will be made available via the school website.*
- *Internal exams are held under external exam conditions.*

Exam series conducted in the Centre is decided by the Head of Centre, Curriculum Leaders, and the Senior Leadership team.

## **Appendix 2 Cambridge Technical Level 3 Qualifications**

- Learning programmes follow the academic year and enrolment is in September/October and completion in June/July the following deadlines for registration will apply.
- Applications for qualification approval must only be processed through the examinations office.
- For the purposes of application, approval and course administration the programme leader shall be the Head of Curriculum for their subject.
- The Head of Centre only shall agree to questions that relate to the requirement that the centre must have systems and procedures in place to maintain standards.
- Cambridge Technical programme registration will be via the secure website OCR online. Programme leaders should refer to the examinations office.
- Programme Leaders must notify the exams office of all learners who have withdrawn from programmes. Withdrawal can be done via the website OCR online.

## **Exams Officers Responsibilities**

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish
- Registers learners onto the correct programmes checking these are the specific titles and versions the learners are following.
- Checks registrations carefully to ensure that all data is correct and follows correct procedures if amendments are required.

## **Cambridge Technical Level 3**

Administrative arrangements for these qualifications are detailed in the Oxford Cambridge & RSA (OCR) Handbook for each subject qualification.

The centre must ensure:

- There are sufficient trained and qualified personnel to assess learners.
- Ensure there are sufficient trained and qualified personnel to internally standardise the learners and assessors.
- Have systems in place to ensure all assessments are valid, reliable, authentic and sufficient, and provide quality assured training for centre personnel.
- Ensure that there is a system of internal standardisation for assessments and that this is consistent and fair.
- Ensure there is sufficient time to conduct effective assessment and internal standardisation.
- Ensure there is sufficient facilities and resources to deliver and assess these qualifications.

- Candidates can be entered for Cambridge Technical's (2025-26) on an ongoing basis – there are no specific entry deadlines.
- Qualification entries must be made in time to meet the relevant test unit entries deadline. Entries for qualifications to be claimed must be made **at least four weeks before a planned moderation.**

#### **Test unit entries for paper-based exams**

- Entries for OCR paper-based timetabled exams must be made by the relevant test entry deadline for the series.
- Late entry fees will apply to test unit entries made after the deadline and available until the late entry deadline.
- Late entries **will not be accepted** after the late entry deadline.

The Centre assessor is normally the tutor and they are responsible for assessing learners' evidence. Centres are responsible for identifying staff that are reliable to act as assessors.

Evidence of internal standardisation must be retained in the centre for the visiting moderator to view.

Whoever is responsible for internal standardisation must

- Ensure all assessors are assessing to the required standard.
- Ensure all assessment is fair, valid and reliable
- Arrange regular standardisation meetings.
- Ensure cross moderation of work between assessors.
- Ensure all Units have been covered across the full range of grades.
- Ensure feedback is given to assessors and documented i.e. minutes of meetings & feedback
- Maintain records of the outcome of cross-moderation activities.
- Advise centre assessors of any discrepancies in assessment.
- Suggest ways in which assessment may be brought into line to meet the required standard.

Assessment of Units are by centre devised assignments or tasks.

All Units are assessed by the centre and externally moderated by an OCR Visiting Moderator.

Assessment of these qualifications will be conducted in accordance with OCR's requirements and the Ofqual Regulatory Arrangements for the Qualification Framework (Ofqual August 2008).

Ofqual Common Criteria for all Qualifications requires authentication of learner work is confirmed.

Learners must not plagiarise; must submit their own work and must sign a declaration before submitting their work to the assessor confirming the work is their own.

In advance of the centre moderation visit the assessors must read the Admin guide: Cambridge Technicals for information about preparing for the moderation visit.

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or candidates.

The Centre assessor is normally the tutor and they are responsible for assessing learners' evidence.

