



**Meols Cop High School**

# Examinations Policy

This policy is reviewed annually to ensure compliance with current regulations



***Brokering Aspirations***

## Key staff involved in the policy

Role	Name(s)
Head of centre	<b>Martin Davis</b>
Exams officer line manager (Senior leader)	<b>Jennifer Filson</b>
Exams officer	<b>Sarah Horsfall</b>
ALS lead/SENCo	<b>Hayley Hinton</b>
Senior leader(s)	Annette Peet Greg Thornton Natalie Ford Beth Kearns

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# **Access Arrangements Policy**

Meals Cop High School

## Access Arrangements Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that access arrangements process at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AA refer to the JCQ publications **General Regulations for Approved Centres, Instructions for conducting examinations** and **Access Arrangements and Reasonable Adjustments**.

References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

## **Introduction**

(AA Definitions)

### **Access arrangements**

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

### **Reasonable adjustments**

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

## **Purpose of the policy**

The purpose of this policy is to confirm that Meols Cop High School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4)

## **1. General principles**

The principles for Meols Cop High School to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4.2)

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2) •

Arrangements must always be approved before an examination or assessment (AA 4.2)

- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination (AA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in Meols Cop High School Access Arrangements Protocol.

## 2. The assessment process

At Meols Cop High School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

### Details and qualification(s) of the current assessor(s)

- Lisa Cliffe, Assistant SENCo:  
JCQ Exam Access Arrangements Regulations and Procedures  
Access Arrangements for General Qualifications

### Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed at Meols Cop High School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3)
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3, 7.4)

Additional information:

### Reporting the appointment of the assessor(s)

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by Lisa Cliffe, Assistant SENCo.

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within **Access arrangements online**. (AA 7.4)

- The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into **Access arrangements online** to confirm their status (AA 7.4)

#### **Process for the assessment of a candidate's learning difficulties by an assessor** Meols Cop High

School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 7.5)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements (AA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)

Additional information:

#### **Picture of need/normal way of working** Meols Cop

High School confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5) Additional information:

### **3. Processing access arrangements and adjustments. Arrangements/adjustments requiring awarding body approval**

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

#### **Centre delegated arrangements/adjustments**

Decisions relating to the approval of centre delegated arrangements/adjustments are made by Hayley Hinton, SENCo Lisa Cliffe, Assistant SENCo. Appropriate evidence, where required by the arrangement, is held on file by Hayley Hinton, SENCo  
Lisa Cliffe, Assistant SENCo.

- The use of a word processor

The Word Processor Policy (Exams) details the criteria Meols Cop High School specifically uses to award and allocate word processors for examinations and assessments.

- Alternative rooming arrangements

The Meols Cop High School Access Arrangements Protocol details the criteria Meols Cop High School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation).

Additional information:

### **Modified papers**

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)

### **Roles and responsibilities**

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2) It is the responsibility of:

- Hayley Hinton, SENCo  
Lisa Cliffe, Assistant SENCo to collect a candidate's consent (a completed candidate Personal data consent form) to record their personal data on-line through AAO
- Hayley Hinton, SENCo  
Lisa Cliffe, Assistant SENCo to complete the Data protection confirmation by the examinations officer or SENCo, prior to the processing of the online application
- Hayley Hinton, SENCo  
Lisa Cliffe, Assistant SENCo to submit applications for approval using AAO
- Hayley Hinton, SENCo  
Lisa Cliffe, Assistant SENCo to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required) (AA 8.6)
- Hayley Hinton, SENCo  
Lisa Cliffe, Assistant SENCo to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Sarah Horsfall, Examinations Officer to order modified papers

Additional responsibilities:

## Changes 2025/2026

Due to section renumbering in the AA publication, references to AA sections in this policy have been changed to 2 places, e.g. AA 7.3.1 changed to AA 7.3, etc.

(Changed) Under **Process for the assessment of a candidate's learning difficulties by an assessor**: A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3) (To) A privately commissioned report, or an assessment from an external professional, cannot be used to award access arrangements. (AA 7.3)

(Removed) Under **Process for the assessment of a candidate's learning difficulties by an assessor**: An independent assessor will be instructed to contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This will take place before the candidate is assessed. Additionally, the independent assessor will be approved by the head of centre to assess the candidate (AA 7.5)

(Removed) Under **Picture of need/normal way of working**:

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the head of centre to assess the candidate.

All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the person appointed in the centre. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the centre. (AA 7.5)

(Changed) Under **Centre delegated arrangements/adjustments** all reference to Separate invigilation within the centre (To) Alternative rooming arrangements and re-worded the section accordingly.

(Changed) Under **Roles and responsibilities**: to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form (AA 8.6) (To) to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required). (AA 8.6)



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

Meols Cop High School

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

Centre name	Meols Cop High School
Centre number	34681
Date procedures first created	25/02/2026
Current procedures approved by	Martin Davis
Current procedures reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the procedures

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

These procedures are reviewed and updated annually to ensure that Meols Cop High School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in accordance with current requirements and regulations.

Reference in these procedures to GR and PRS refer to the JCQ publications **General Regulations for Approved Centres** and **Post-Results Services**.

## Introduction

Following the issue of results, awarding bodies make post-results services available.

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

### Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning **Reviews of Results (RoRs)**:
- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)

- Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate **Appeals:**
- The appeals process is available after receiving the outcome of a review of results

### **Purpose of the procedures**

The purpose of these procedures is to confirm how Meols Cop High School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13).

Details of these procedures are made widely available and accessible to all candidates by Meols Cop High School Examination Rules and Regulations booklet which is distributed to all candidates and is available on the school website.

### **The arrangements for post-results services**

- Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)
- A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)
- The appeals process is available after receiving the outcome of a review of results (PRS 5.1) At Meols Cop High School:
- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking (GR 5.13, PRS 4.1)

Candidates are made aware/informed by Meols Cop High School Examination Rules and Regulations booklet which is distributed to all candidates and is available on the school website.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by The Examinations Officer. The details of the process are provided prior to results day and then candidates are provided with the relevant forms and advice on results day. Follow up support is provided to students prior to the Awarding Body submission deadline..

### **Dealing with requests**

- All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At Meols Cop High School the process to request a service is by completing a post results service consent form. The Examinations officer will then liaise with Senior leadership, subject leads and the student before making the application to the awarding bodies on the student's behalf.

Meols Cop will assess each student request and make a decision whether to proceed with the application on the candidates behalf. This decision will be relayed to the candidate. If the candidate still wishes to proceed, the Examinations officer will advise the candidate of associated charges.

The Examinations officer will obtain a signed form from all candidates prior to applying for post results services along with a full explanation of the implications of a Post results application, including making them aware that grades can go up, down or remain the same.

### **Candidate consent**

- Candidates must provide their written consent for clerical re-checks, reviews of marking and access to scripts services offered by the awarding bodies after the publication of examination results (GR 5.13) Meols Cop High School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking or an access to scripts service is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS 6.2)

Additional centre-specific actions:

### **Submitting requests**

Meols Cop High School will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ publication **Post-results services** (GR 5.13)
- Submit requests for appeals in accordance with the JCQ publication **A guide to the awarding bodies' appeals processes** (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Additional centre-specific actions:

### **Dealing with outcomes**

Meols Cop High School will:

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Candidates will be notified by e-mailing a copy of the Awarding Body Outcome letter.

Additional centre-specific actions:

### **Managing disputes**

At Meols Cop High School any dispute/disagreement will be managed in accordance with the centre Complaints and Appeals Policy..

Additional centre-specific actions:

**Changes 2025/2026**

No changes applicable.



# **Alternative Rooming Arrangements Policy (Exams)**

Meols Cop High School

## Alternative Rooming Arrangements Policy (Exams)

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

### Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at Meols Cop High School are awarded and managed in accordance with current requirements and regulations.

References in this policy to AA and ICE refer to the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

### Introduction

(Formerly known as separate invigilation) Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

### Purpose of the policy

The purpose of this policy is to confirm the criteria when these arrangements may be considered and granted for a candidate at Meols Cop High School in compliance with the regulations.

### 1. Decisions on the awarding of the arrangement

At Meols Cop High School, decisions on the awarding of the arrangement are made by: SENCo and Assistant SENCo.

Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16)
- The candidate's normal way of working within the centre (AA 5.16)
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate

invigilation within the centre.(AA 5.16) Additional information:

## 2. Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** publication (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18) Additional information:

## 3. Other rooming arrangements

At Meols Cop High School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include: as deemed necessary after assessment by the SENCo or Assistant SENCo.

## Changes 2025/2026

(Changed) References to 'separate invigilation' to 'alternative rooming arrangements' where applicable.

(Changed) Under **Introduction**: Separate invigilation within the centre is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate may be eligible to take an examination accommodated outside of the main examination room(s), for example in a room for a smaller group of candidates. (To) (Formerly known as separate invigilation) Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

(Changed) Under **Criteria for the awarding of the arrangement**: Separate invigilation will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met: (To) Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met: and

(Changed) Where a candidate is subject to separate invigilation within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18) (To) Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)





# **Candidate Absence Policy**

Meals Cop High School

## Candidate Absence Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that candidate absence from examinations at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ publications **Instructions for conducting examinations** and **A guide to the special consideration process**.

## Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at Meols Cop High School.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Meols Cop High School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See **Candidate Late Arrival Policy**)

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

## **1. Identifying and dealing with candidate absence**

A candidate will be considered absent from an examination if:

- they are not present when the register is taken. Candidate registers are taken before they enter the exam room. A further check is made using the attendance register in the exam room.

Once a candidate is identified as absent from an examination, the following action will be taken:

- The candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

- A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker
- The candidate absence is noted on the seating plan by crossing through the candidate details

## **2. Roles and responsibilities**

### **Overview**

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

- The Examinations Officer will work with the learning support team.

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

- Senior leadership team

**The role of invigilators** Invigilators will:

- Be informed of the process for dealing with absent candidates through training
- Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

Additional responsibilities:

Notify the Exams Officer promptly of any candidate absences.

**The role of candidates** Candidates will be:

- Re-charged any relevant entry fees for unauthorised absence from examinations

Additional responsibilities: Not applicable

### **3. Special consideration**

At Meols Cop High School if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met:

- The examination is in the candidate's terminal exam series (SC 4.1)
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.3)
- The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:

- The Examinations Officer

## **Changes 2025/24**

(Changed) Under heading **Special Consideration**: The application for special consideration can be supported by signed evidence produced by a member of the senior leadership team (To) The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team

## **Centre-specific changes**

Upon review in September 2025, no centre-specific updates or changes were applicable to this document.



# **Candidate Identification Procedure**

Meals Cop High School

## Candidate Identification Procedure

Centre name	Meols Cop High School
Centre number	34681
Date procedure first created	25/02/2026
Current procedure approved by	Martin Davis
Current procedure reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the procedure

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This procedure is reviewed and updated annually to ensure that procedures to verify the identity of all candidates that are entered for examinations or assessments at Meols Cop High School are managed in accordance with current requirements and regulations.

References in this procedure to GR and ICE refer to the JCQ publications **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

## Purpose of the procedure

The purpose of this procedure is to confirm that Meols Cop High School:

- verifies the identity of all students that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

## **1. Process to check candidate identity**

### **Internal candidates**

The identity of students on roll at Meols Cop High School is checked as part of the initial registration process. (GR 5.6)

The process is:

- New students are added to the school Management Information System with the details sent electronically via CTF from the candidate's previous school and downloaded from DFE site. The details are then cross referenced with both the LA allocation list and the data packs received from parents and amendments are made if necessary. This ensures that student data is accurate.

### **Private candidates**

The identity of students (private candidates), not on roll at a centre but who may be accepted to take examinations, must be checked by a verification process which involves photo-ID. (GR 5.6) At Meols Cop High School:

- does not enter Private Candidates for examinations.

## **2. Procedures to verify candidate identity at the time of the examination/assessment**

Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16.1) The arrangements at Meols Cop High School are:

- Students are registered with Learning Tutors prior to the examination who then line up in seating plan order. Students are allocated seats based on a same seat policy which enables invigilators to quickly identify candidates for each exam. Students are allocated ID cards which are placed on exam desks, which includes a photograph of the candidate. Invigilators check the photo ID card against the seating plan.

The following measures are also in place:

- A private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence (ICE 16.2)
- Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.3)
- Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.4)

## **3. Roles and responsibilities**

**The role of the exams office/officer**

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (ICE 16.1)
- Prior to the examination, inform a private/external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. (ICE 16.2)
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.3)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.4)

Additional responsibilities:

**Changes 2025/2026**

No changes applicable

**Centre-specific changes**



# **Candidate Late Arrival Policy**

Meals Cop High School

### Candidate Late Arrival Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

### Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that candidates who arrive late to examinations at Meols Cop High School are managed in accordance with current requirements and regulations.

References in this policy to GR and ICE refer to the JCQ publications **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

## Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at Meols Cop High School.

A candidate will be considered late if they arrive:

- after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1) A candidate will be considered very late if they arrive:
- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination (ICE 21.3)
- after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that Meols Cop High School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

- the correct procedures are followed when dealing with a candidate who arrives late to an examination
- appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

## 1. Candidates who arrive late

The following procedures are applied at Meols Cop High School in relation to candidates who arrive late to examinations:

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1) **will** be permitted by the centre to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)
- A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. The awarding body will be informed of the situation and will decide whether or not to accept the script (ICE 21.5)
- In all cases the centre will submit a declaration for the very late arrival of a candidate for examinations, in accordance with the current JCQ publication **Instructions for conducting examinations** (GR 5.9)

Other centre specific procedures:

Not applicable

## **2. Roles and responsibilities**

### **The role of the exams office/officer**

- Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training
- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
- Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)
- Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

- the time the candidate came under centre staff supervision
- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- the actual starting and finishing times of the examination
- the time the candidate started the examination
- the time the candidate finished the examination
- any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the exam (ICE 21.4)

Additional responsibilities:

The Examinations Officer will contact the Awarding Body to notify them of a very late arrival.

### **The role of invigilators**

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late
- Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

Additional responsibilities:

Not applicable

## Changes 2025/2026

(Changed) Under heading **The role of the exams office/officer**: Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the date of the paper concerned, providing the following details:

- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- the actual starting and finishing times of the examination
- the time the candidate started the examination
- the time the candidate finished the examination (ICE 21.4)

(To) Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

- the time the candidate came under centre staff supervision
- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- the actual starting and finishing times of the examination
- the time the candidate started the examination
- the time the candidate finished the examination
- any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the exam (ICE 21.4)

## Centre-specific changes

### 2. Roles and responsibilities

The role of the exams office/officer: The Examinations Officer will contact the Awarding Body to notify them of a very late arrival.



# **Certificate Issue Procedure and Retention Policy**

Meals Cop High School

## Certificate Issue Procedure and Retention Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the procedure/policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This procedure/policy is reviewed and updated annually to ensure that certificates at Meols Cop High School are managed in accordance with current requirements and regulations.

Reference in the procedure/policy to **GR** relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**.

## **Introduction**

Certificates are provided by awarding bodies after examination results have been confirmed. Certificates always remain the property of the awarding bodies.

### **Purpose of the procedure/policy**

The purpose of this procedure/policy is to confirm how Meols Cop High School issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

### **Issue of certificates**

Meols Cop High School will:

- obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)
- distribute certificates to all candidates without delay and regardless of any disputes (GR 5.14)
- not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)
- keep a record of the certificates that are issued (GR 5.14)
- return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14)

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by the Examinations Officer.

### **Arrangements for the issue of certificates**

Students are invited to attend an Annual Awards event, to collect their certificates in person. Students sign for receipt of certificates on this date. Post event, certificates are stored securely in school and students are invited to collect and sign for their certificates.

Candidates are informed of the arrangements for the issue of certificates as follows:

- Students receive an e-mail prior to the Awards event and then multiple follow communications via phone and e-mail.

### **Where unable to claim/collect certificates under the normal arrangements**

Candidates may arrange for certificates to be collected on their behalf by providing the exams officer with written or email permission/authorisation. Authorised persons must provide ID evidence on collection of certificates.

### **Record of issued certificates**

A record of all certificates are kept on file by school which corresponds with the signature register which indicates which students have been in receipt of their certificates.

### **Additional information:**

### **Retention of certificates**

Meols Cop High School will:

- retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue (GR 5.14)
- destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)

- retain a record of certificates that have been destroyed for four years from their date of destruction (GR 5.14)
- (where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14)

The retention of unclaimed or uncollected certificates is managed by the Examinations Officer.

### **Retention policy**

Meols Cop High School retains certificates for a minimum period of 2 years, after which a log is kept of any certificates which have not been collected. These are then disposed of via a secure waste service.

### **Additional information:**

## **Changes 2025/2026**

(Added) Under **Issue of certificates**: (The centre will) obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)

## **Centre-specific changes**



# **Complaints and Appeals Policy**

Meals Cop High School

## Complaints and Appeals Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This procedure is reviewed and updated annually to ensure that the complaints at Meols Cop High School are managed in accordance with current requirements and regulations.

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

## Purpose of the policy

The purpose of this policy is to confirm the arrangements for complaints at Meols Cop High School and confirms compliance with JCQ's **General Regulations for Approved Centres** (sections 5.3, 5.8) in drawing to the attention of candidates and their parents/carers its written complaints and appeals procedure which covers general complaints regarding the centre's delivery or administration of a qualification.

## Grounds for complaint

A candidate (or his/her/parent/carer) at Meols Cop High School may make a complaint on the grounds below (This is not an exhaustive list).

### Teaching and Learning

- Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an examination candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre assessed mark prior to marks being submitted to the awarding body
- Candidate not informed of their centre assessed mark in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of the centre assessed mark
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to teaching and learning:

Not applicable

### Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed **candidate personal data consent form**)
- Candidate not informed/adequately informed of the arrangement(s) in place and the subjects or components of subjects where the arrangement(s) would not apply
- Examination information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during examination/assessment
- Approved access arrangement(s) not put in place at the time of an examination/assessment

- Appropriate arrangement(s) not put in place at the time of an examination/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Additional grounds for complaint relating to access arrangements:

Not applicable

### **Entries**

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required examination/assessment
- Candidate entered for a wrong examination/assessment
- Candidate entered for a wrong tier of entry

Additional grounds for complaint relating to examination entries:

Not applicable

### **Conducting examinations**

- Failure to adequately brief candidate on examination timetable/regulations prior to examination/assessment taking place
- Room in which assessment held did not provide candidate with appropriate conditions for taking the examination
- Inadequate invigilation in examination room
- Failure to conduct the examination according to the regulations
- Online system failed during (on-screen) examination/assessment
- Disruption during the examination/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Additional grounds for complaint relating to the conducting of examinations:

Not applicable

### **Results and Post-Results**

- Before examinations, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make a decision on the submission of a results review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations

- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body **post-results services**)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for a candidate without gaining required candidate consent/permission

Additional grounds for complaint relating to results and post-results: Not applicable

### **Raising a concern/complaint**

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, Meols Cop High School encourages an informal resolution in the first instance. This can be undertaken by addressing concerns or complaints to the head of centre who will then work with the assistant head teacher responsible for assessment and the examinations officer to investigate.

If a concern or complaint fails to be resolved informally, the candidate (or parent/carer) is then at liberty to make a formal complaint.

### **How to make a formal complaint**

All documentation relating to the submission of a formal complaint is available from, and should be returned to Jen Filson, Assistant Head teacher.. Formal complaints will be logged and acknowledged within 10 working days.

To make a formal complaint, candidates (or parents/carers) must submit a complaint in writing for the attention of the Head teacher.

### **How a formal complaint is investigated**

The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion.

The findings and conclusion of any investigation will be provided to the complainant within 3 months, as stated in the Best Guidance Guide. Realistic time limits have been established for each action within each stage. However, where further investigations are necessary, new time limits can be set. The complainant will be sent details of the new deadline and an explanation for the delay.

### **Internal appeals procedure**

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

To submit an appeal, candidates (or parents/carers) must put the appeal in writing, addressed to the Clerk to Governors.

Appeals will be logged and acknowledged within 10 working days.

The appeal will be referred to the governing body for consideration.

It will be the responsibility of the Clerk to Governors to inform the appellant of the final conclusion in accordance with the internal appeals procedure.

Additional details on the internal appeals process:

Not applicable.

## **Changes 2025/24**

(Changed) All references to complaints and appeals procedure (To) complaints policy

(Changed) Heading - **Complaints and appeals procedure** (To) **Raising a concern/complaint**

(Changed) Sub-heading - **Appeals** (To) Heading - **Internal appeals procedure** and updated the process

## **Centre-specific changes**

Upon review in March 2026, no centre-specific updates or changes were applicable to this document.



# **Conflicts of Interest Policy (Exams)**

Meols Cop High School

## Conflicts of Interest Policy (Exams)

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that conflicts of interest at Meols Cop High School are managed in accordance with current requirements and regulations.

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

## Introduction

It is the responsibility of the head of centre to ensure that Meols Cop High School has a written conflicts of interest policy in place available for inspection. This policy confirms that Meols Cop High School:

Manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include 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 clear records 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 the centre itself or other centres

- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR 5.3)

## **Purpose of the policy**

The purpose of this policy is to confirm how Meols Cop High School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

## **General principles**

A process is in place to collect any declaration of interest from all centre staff to identify and manage any potential conflicts of interest.

## **Declaration process**

An electronic declaration of interest form is sent to all centre staff in September. Completed forms must be returned to the Examinations officer by the end of October, in advance of any external assessments for the academic year.

## **Managing conflicts of interest**

A conflicts of interest log is maintained and any potential conflict declared by centre staff is centrally recorded on the log. The relevant awarding bodies are informed of specific conflicts of interest before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process. The agreed measures are put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures.

## **Additional information:**

If centre staff circumstances change, they are asked to re-submit the declaration of interest form. Measures are then put in place to mitigate any risk to exam and assessment security within the centre.

## **Roles and responsibilities**

### **The role of the head of centre**

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are 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 (GR 5.3).
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

Additional responsibilities:

Responsible for centre staff and their notification of conflict of interest. **The role of the exams office/officer**

- Ensure the process for collecting declarations of interest is undertaken.

Identify and follow the awarding body's administrative process for submitting details of members of staff who are:

- Taking qualifications which include internally assessed components/units at their own centre
- 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 (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)

Additional responsibilities:

Responsible for distributing declaration of interest forms to all centre staff, for ensuring all forms are returned and a log is kept on file of any conflict of interest. Liaison with the senior leadership team to ensure that measures are in place to mitigate risk.

## **Changes 2025/2026**

Reference added to the requirement for a conflicts of interest policy to be in place available for inspection (as detailed in JCO's **General Regulations for Approved Centres**, section 5.3z).

## **Centre-specific changes**



# **Examination Contingency Policy**

Meals Cop High School

## Examination Contingency Policy

Centre name	Meols Cop High School
Centre number	34681
Date plan first created	25/02/2026
Current plan approved by	Martin Davis
Current plan reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the plan

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Other staff (if applicable)	

This plan is reviewed and updated annually to ensure that exam contingency planning at Meols Cop High School is managed in accordance with current requirements and regulations.

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Meols Cop High School.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2025).

This plan details how Meols Cop High School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered. **Operating across more than one centre**

All centre staff are site specific.

## National Centre Number Register and other information requirements

The head of centre will also ensure that as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself. (GR 5.3)

## Head of centre absence at a critical stage of the exam cycle

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

## Possible causes of disruption to the exam process

### 1. Exams officer extended absence at a critical stage of the exam cycle

#### Criteria for implementation of the plan

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

#### Planning

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

#### Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment

- awarding body entry deadlines missed or late or other penalty fees being incurred

#### Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

#### Results and post-results

- access to examination results affecting the distribution of results to candidates • the facilitation of post-results services

#### Other criteria:

Centre actions to mitigate the impact of the disruption listed above The centre

will:

Staff to follow Contingency Process document which outlines roles and responsibilities in the absence of the Exams Officer. Deputy Headteacher to assume responsibility for the above tasks with the support of other members of the SLT  
Contact SIMS (0151 934 4444) and/or local high schools within the Southport Learning Trust to request Exams Officer support where appropriate

## **2. ALS lead/SENCo extended absence at a critical stage of the exam cycle**

### Criteria for implementation of the plan

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

#### Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

#### Pre-exams

- approval for access arrangements not applied for to the awarding body

- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Other criteria:

The Assistant SENCO will support JCQ in the instance of an inspection. Centre

actions to mitigate the impact of the disruption listed above. The centre will:

The Deputy SENDCO, Mrs. Cliffe, Mrs. McNeilis\* and Examinations Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals\* may be required.

### **3. Teaching staff extended absence at a critical stage of the exam cycle** Criteria for

implementation of the plan. Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Other criteria:

Centre actions to mitigate the impact of the disruption listed above. The centre

will:

Other subject staff to assume marking workload and prioritising of assessments for external award, to be directed by Subject Leader.

The exams officer to liaise with Subject Leader and/or SLT, if appropriate, to ensure all necessary deadlines are adhered to. Where this is not possible, the exams officer will liaise with the relevant awarding body and act upon advice received.

### **4. Invigilators - lack of appropriately trained invigilators or invigilator absence**

Criteria for implementation of the plan

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

Other criteria:

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

The Exams Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.

The Exams Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

Exams Officer to ensure Emergency Evacuation Plan is in place in each venue whenever an exam is taking place in that room (in each exam box)

Exams Officer to ensure that Incident Log sheets are in all exam boxes in each venue.

Examinations Officer to ensure a specific Exams Day Contingency Plan is in place (Appendix 1)

### **5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice**

#### Criteria for implementation of the plan

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

Other criteria:

#### Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- **Alternative venue** details: Meols Cop High School has an agreement with neighbouring King George V Sixth College to use its facilities in the event that exam facilities and venue are not available on site due to an unexpected incident.
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: The exams officer will arrange for exam room changes to be communicated to students via form tutors.

Room changes will be clearly displayed on the exam notice board and room listings. Parents and students will receive a communication via Class Charts.

- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

## **6. Cyber-attack**

### Criteria for implementation of the plan

- Where a cyber-attack may compromise any aspect of delivery

Other criteria:

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

The Southport Learning Trust Cyber Security Policy details the measures in place to safeguard examinations data from potential risks through the use of:

Staff CPD

Internet Security and filtering

Firewalls

Anti-virus

On site expertise and first day response

Backup systems

In the event of a cyber attack, the following measures will be employed by Meols Cop High School: Students who use word processors for their examinations will have the ability to work on a local computer with no access to the internet. Students will have access to a pen drive to save their work and for it to be printed to a local computer that has not been affected by the attack.

In the event that student work is lost or students are unable to access the internet, the school will try and facilitate alternative access arrangements to support the student and make appropriate applications for special consideration.

In order to prepare for the eventuality of a cyber-attack, the centre will have back up methods in place in order for exams to run smoothly. This includes back up versions of key documents including seating plans and access arrangements by hard copy and saved to a secure cloud drive which can be accessed without access to the school network.

## **7. Failure of IT systems**

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

The Exams Officer to contact IT Support (in-house) in the first instance then SIMS (LEA support) Exams Officer to contact all relevant exam boards for advice and to arrange for an alternative route for entry/dissemination of results.

At all times during the system failure, the Exams Officer will liaise with the awarding body to minimise disruption and costs incurred.

## **8. Emergency evacuation of the exam room (or centre lockdown)**

### Criteria for implementation of the plan

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Other criteria:

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

## 9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period

Criteria for implementation of the plan

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

Other criteria:

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- **Communication** details: The Exams officer will communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

SLT to manage all such incidents

Alternative venues to prioritised for students with imminent exams.

Examinations Officer to advise the examination boards as appropriate.

In extreme circumstances advise candidates they may need to sit exams in the next available series.

## **10. Candidates may not be able to take examinations - centre remains open**

### Criteria for implementation of the plan

- Candidates may not be able to attend the examination centre to take examinations as normal

Other criteria:

### Centre actions to mitigate the impact of the disruption listed above The centre

will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: • The Exams Officer will communicate with parents and students via appropriate means.
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

Arrange with exam boards for alternative means of receiving papers either electronically or alternative courier.  
Exams Officer to ensure papers are kept securely until needed.

## **11. Centre may not be able to open as normal during the examination period**

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency) Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Other criteria:

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations. Centre actions to mitigate the impact of the disruption listed above The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).)

- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Alternative venue** details: King George V Sixth Form College, Scarisbrick New Rd, Southport, PR8 6LR
- **Communication** details: The Exams Officer will communicate with parents and students via appropriate means.
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

Should a significant number of candidates need to be isolated due to sickness, an alternative room should be made available for these students.

## **12. Disruption in the distribution of examination papers**

### Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Other criteria:

### Centre actions to mitigate the impact of the disruption listed above The centre

will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Other centre actions:

## **13. Disruption to transporting completed examination scripts**

### Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Other criteria:

Centre actions to mitigate the impact of the disruption listed above The centre

will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ **Instructions for conducting examinations**
- ensure the secure storage of completed examination scripts until collection

Other centre actions:

The Exams Officer will contact the awarding body to notify them of any such difficulties and put in place suitable alternative arrangements.

Alternative transport should only be used with the agreement of the relevant exam boards. Scripts must be stored securely until such time transport is confirmed.

#### **14. Assessment evidence is not available to be marked**

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria:

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions:

It may be necessary for the candidates to re-take the assessment at the next available opportunity, if applicable.

#### **15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services**

Criteria for implementation of the plan

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

Other criteria:

Centre actions to mitigate the impact of the disruption listed above The centre

will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body

- make arrangements to coordinate access to post-results services from an alternative venue
- **Alternative venue** details: King George V Sixth Form College, Scarisbrick New Rd, Southport, PR8 6LR
- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- **Communication** details: • Inform staff, students and parents and soon as possible of the change in distribution of results.

Other centre actions:

## 16. Any other cause of disruption to the exam process

### Cause of disruption

No further causes identified

Centre actions to mitigate the impact of the disruption listed above Not applicable

## Changes 2025/2026

(Updated) Under **Purpose of the plan** by adding: this plan is also informed by: the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2025).

(Changed) This plan also confirms [centre name's] compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. (To) This plan also confirms [centre name's] compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle.

(Changed) Under **Operating across more than one centre**: As the head of centre and/or exams officer operates across more than one centre, the head of centre will ensure there is suitable support in place, so they can meet their obligations in relation to the recruitment, selection and training of staff across the centres for which they are responsible (To) As the head of centre and/or examinations officer operates across more than one centre, the head of centre will ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible in relation to recruitment, selection, training and support of staff.

### (Added new section) **National Centre Number Register and other information requirements**

(Changed) Titles of **possible causes of disruption 1-3** from: absence at key points in the exam process (cycle) (To) absence a critical stage of the exam cycle

(Changed) Title of **cause 10** from: Candidates at risk of being unable to take examinations - centre remains open (To) Candidates may not be able to take examinations - centre remains open

(Changed) Title of **cause 11** from: Centre at risk of being unable to open as normal during the examination period (To) Centre may not be able to open as normal during the examination period

(Added) To centre actions in **cause 11**: This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).

(Reworded) Centre actions in **cause 13**

(Updated where relevant) **Further guidance to inform procedures and implement contingency planning**

(Further updated on 07/10/2025 to reflect the update on 05/10/2025 to the **Exam system contingency plan: England, Wales and Northern Ireland**)

(Further updated 16/10/2025) (Added) Under **Purpose of the plan** - Head of centre absence at a critical stage of the exam cycle

(Further updated 10/11/2025) Under **Further guidance to inform procedures and implement contingency planning** to include links to new JCQ publications - *Guidance for centres on cyber security* and *Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process*

## Centre-specific changes

### Further guidance to inform procedures and implement contingency planning

#### DfE

##### Meeting digital and technology standards in schools and colleges

- [Cyber Security Standards in schools and colleges](#)
- [Cyber crime and cyber security: a guide for education providers](#)
- [DfE Cyber Security Guidance - March 2025](#)

#### Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 5 October 2025) [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted)

"This document was updated in October 2025 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

##### Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

##### Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope. **Steps you should take**

## **Exam planning**

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

## **In the event of disruption**

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

## **After the exam**

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

## **Steps the awarding organisation should take**

### **Exam planning**

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

### **In the event of disruption**

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).

- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

### **After the exam**

Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies. See also [JCQ's guidance on special consideration](#)

### **Wider communications**

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [DfE in England](#), the [DfE in Northern Ireland](#), and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service \(UCAS\)](#) and the [Central Applications Office \(CAO\)](#) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

### **Widespread national disruption to the taking of examinations or assessments**

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2025, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2025, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2023, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2025. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

### **General contingency guidance**

- [emergency planning and response for education, childcare and children’s social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre"

## JCQ

JCQ guidance taken directly from [Instructions for conducting examinations 2025-2026](#) section 15, **Contingency planning**

"15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2026. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)

The designation of 'contingency sessions' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event that there is national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there

could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

### **Links to other JCQ documentation**

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[JCQ Notice to Centres - exam contingency plan](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security](#) (Effective from November 2025)

[Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process](#)

### **GOV.UK**

[Emergency planning and response: Exam and assessment disruption](#)

[Dispatch of exam scripts guide](#): Ensuring the service runs smoothly; Contingency planning **Wales**

[School closures: examinations](#)

[Opening schools in extremely bad weather and extreme hot weather](#)

### **Northern Ireland**

[Exceptional closure days](#)

[Checklist - exceptional closure of schools](#)

### **National Cyber Security Centre**

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

- [Further ransomware attacks on UK education by cyber criminals](#)
- [Ransomware advice and guidance for your IT teams to implement](#)
- [Offline backups in an online world](#)
- [Backing up your data](#)
- [Practical resources to help schools improve their cyber security](#)
- [Building Resilience: Ransomware, the risk to schools and ways to prevent it](#)
- [School staff offered training to help shore up cyber defences](#)



# **Emergency Evacuation Policy (Exams)**

Meols Cop High School

## Emergency Evacuation Policy (Exams)

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	06/05/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	06/05/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that emergency evacuation from examination rooms at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

## Introduction

An emergency evacuation is required where it is unsafe for candidates to remain in the examination room. This might include a fire, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so, particularly where there is concern about the security of the examination(s) (ICE 25.6)
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice (ICE 25.6)

## Purpose of the policy

The purpose of this policy is to confirm the arrangements at Meols Cop High School for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25.2) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which will be subject to inspection by the JCQ Centre Inspection Service.

## 1. Emergency evacuation procedure

### Actions taken in the event of an emergency evacuation of the examination room

At Meols Cop High School, the following actions (in accordance with ICE 25.3) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
  - The attendance register is collected (in order to ensure all candidates are present)
  - The examination room is evacuated in line with the instructions given by the appropriate authority
  - Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
  - Candidates are instructed to leave the room in silence
  - Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
  - The time of the interruption is noted and how long it lasted
  - Candidates are allowed the remainder of the working time set for the examination once it resumes
  - If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
  - A full report is made of the incident and of the actions taken, and sent to the relevant awarding body
- Additional actions taken:
- In the event of a fire alarm, invigilators are trained to Follow the instructions which have been provided at the invigilator training session and also displayed in each exam room.

- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

Further actions taken:

Not applicable

## 2. Roles and responsibilities

### The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Other responsibilities:

Not applicable

### The role of the senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensure that all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an examination room is required

Other responsibilities:

Not applicable

### The role of the Additional learning support (ALS) lead/Special educational needs coordinator (SENCo)

- Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate
  - Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation
- Other responsibilities:

Not applicable

### **The role of the exams office/officer**

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Other responsibilities:

Not applicable

### **The role of invigilators**

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other responsibilities:

Not applicable

### **The role of other centre staff**

The Premises manager and fire marshalls will assist with the evacuation of the school, thus enabling the exams team to maintain exam security with candidates.

### **Recording details**

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s) Further details which may also be recorded include:
- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

## Changes 2025/24

(Changed) Under **Introduction**: Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control. (ICE 25.5) (To) Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. (ICE 25.6)

(Added) Under **The role of the head of centre**: Ensure any breach of question paper security or malpractice is reported to the awarding body immediately (25.5)

(Changed) Under **The role of the exams office/officer**: Ensure appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken through application of the special consideration process where applicable (in cases where a group of candidates have been disadvantaged by a particular event) (To) Ensure appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken and

(Added) Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)

(Added) Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

## Centre-specific changes



# Escalation Process

Meals Cop High School

## Escalation Process

Centre name	Meols Cop High School
Centre number	34681
Date process first created	06/05/2026
Current process approved by	Martin Davis
Current process reviewed by	Sarah Horsfall
Date of next review	06/05/2027

## Key staff involved in the process

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

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

## Introduction

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

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

## Purpose of the process

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

## Before examinations/assessments

### Planning

Responsibility for ensuring compliance will be escalated to Martin Davis, Head of Centre.

Main areas of compliance relate to:

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

- Third party agreements
- Centre status
- Confidentiality
- Retention of candidates' work
- Communication

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

- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Policies available for inspection

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

information:

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

- General Regulations for Approved Centres
  - Instructions for conducting examinations
  - Access Arrangements and Reasonable Adjustments
  - Instructions for conducting coursework
  - Instructions for conducting non-examination assessments
  - Suspected Malpractice – Policies and Procedures
  - A guide to the special consideration process
- Additional JCQ publications for reference:
- JCQ Centre Inspection Service Changes

Centre-specific reference information:

Meols Cop High School Examination policies

### **Entries and Pre-exams**

Responsibility for ensuring compliance will be escalated to Martin Davis, Head of Centre.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

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

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8) Additional JCQ publications for reference:
- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements
- Information for candidates documents
- Exam Room Posters

Centre-specific reference information:

Full guidance is provided in the Meols Cop High School Exam Rules and Regulations document.

## **During examinations/assessments**

### **Exam time**

Responsibility for ensuring compliance will be escalated to Martin Davis, Head of Centre.

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

Main areas of compliance relate to:

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

- Retention of candidates' work

The responsibility of the centre (GR 5)

- Conducting examinations and assessments

- Malpractice

Reference information:

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

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7) Additional JCQ publications for reference:
- Guidance Notes – Very Late Arrival

Centre-specific reference information: Meols Cop

High School Examinations Policies

## **After examinations/assessments**

### **Results and Post-Results**

As a contingency to enable the prompt handling of urgent issues only, the centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. The head of centre will ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself (GR 5.3)

Responsibility for ensuring compliance will be escalated to Martin Davis, Head of Centre.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

Reference information:

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

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

Centre-specific reference information:

Meols Cop High School Appeals Policy.

## Changes 2025/2026

(Added) Under **Purpose of the process**: This process also supports [centre name] being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

(Changed) Headings under **Centre management**: to reflect changes in GR 5 - Recruitment, selection, training and support - External and internal governance arrangements

(Added to) **Entries** (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies) and to Centre assessed work (including ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)

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

~~(Added) Under **After examinations**: The centre also has in place two members of the senior leadership team who will act as an emergency point of contact for the awarding bodies. They have the authority to liaise across the centre and ensure that any issues, queries, raised by an awarding body are successfully resolved prior to the publication of results. The head of centre is required to provide this information on an annual basis to the National Centre Number Team.~~

**(27/09/2025) (Deleted the above and reworded in a new statement field)** As a contingency to enable the prompt handling of urgent issues only, the centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. The head of centre will ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself (GR 5.3)



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

Meals Cop High School

## Food and Drink Policy (Exams)

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that food and drink in the examination room at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

## **Purpose of the policy**

This policy confirms that Meols Cop High School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

- the correct procedures are followed regarding food and drink in the examination room
- appropriate arrangements are in place for the management of food and drink in the examination room

## **1. Food and drink in the examination room**

- Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18.2)
- Any food and drink brought into the examination room whether by the candidate or the centre must be free from packaging and all labels are removed from drink containers (ICE 18.2) To enable invigilators to check these items quickly and efficiently:
- food brought into the examination room by the candidate must be free of packaging and in a transparent container (ICE 18.2)
- drink bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles (ICE 18.2)

The following arrangements are applied at Meols Cop High School:

The centre will only permit candidates to bring water into the examination room as detailed in the points above. No other food or drink items are permitted into the examination room, unless there is a specific medical requirement. This should be assessed by the SENCo and an Access Arrangement should be in place.

Additional centre-specific arrangements:

Not applicable.

## **2. Roles and responsibilities**

### **The role of the exams office/officer**

- Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room
- Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room
- Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)
- Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

Additional responsibilities:

Invigilators will be informed of food and drink requirements by the Examinations Officer. This will also be included on the seating plan.

### **The role of the invigilator**

- Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)

- Record what has happened and actions taken on the exam room incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room

Additional responsibilities:

Not applicable

**The role of the head of centre**

- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)

Additional responsibilities:

Not applicable

## **Changes 2025/2026**

No changes applicable.

## **Centre-specific changes**

1. Food and drink in the examination room: This should be assessed by the SENCo and an Access Arrangement should be in place.



# **Internal Appeals Procedure (Access arrangements, special consideration and other administrative issues)**

Meols Cop High School

## Internal Appeals Procedure (Access arrangements, special consideration and other administrative issues)

Centre name	Meols Cop High School
Centre number	34681
Date procedure first created	06/05/2026
Current procedure approved by	Martin Davis
Current procedure reviewed by	Sarah Horsfall
Date of next review	06/05/2027

### Key staff involved in the procedure

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Other staff (if applicable)	

This procedure is reviewed and updated annually to ensure that appeals against any decision at Meols Cop High School relating to access arrangements and special consideration or other administrative issues are managed in accordance with current requirements and regulations.

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

This procedure is also informed by the JCQ publications **A guide to the awarding bodies' appeals processes** (chapters 3, 7), **A guide to the special consideration process** (sections 1, 2, 6), **Access Arrangements and Reasonable Adjustments** (Importance of these regulations), **GR** (section 5.4) and **Suspected Malpractice: Policies and Procedures** (section 3.3).

### Purpose of the procedure

This procedure ensures compliance with JCQ regulations (GR 5.3) which state that centres must have in place and available for inspection, a written internal appeals procedure which must cover at least appeals regarding centre decisions relating to access arrangements and special consideration.

### Access arrangements and reasonable adjustments

Meols Cop High School will:

- comply with the principles and regulations governing access arrangements and reasonable adjustments as set out in the JCQ publication **Access Arrangements and Reasonable Adjustments**
- ensure that all staff who manage and implement access arrangements and reasonable adjustments are aware of the requirements and are appropriately supported and resourced In accordance with the regulations, Meols Cop High School:
- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations has the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

### **Special consideration**

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

Meols Cop High School will:

- comply with the requirements as set out in the JCQ publication **A guide to the special consideration process**
- ensure that all staff who manage and administer special consideration applications are aware of the requirements

Where Meols Cop High School has appropriate evidence signed by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for the affected candidate/candidates.

### **Centre decisions relating to access arrangements/reasonable adjustments and special consideration**

This may include:

- a decision not to award/apply for a specific access arrangement/reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration

Where Meols Cop High School makes a decision in relation to the access arrangement(s)/reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- Candidates should refer to the centre Appeals policy guidance.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements/reasonable adjustments and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within the timeframes detailed in the Meols Cop High School Complaints Policy.

If the appeal is upheld, Meols Cop High School will implement the necessary Access Arrangements, submitting any relevant applications via Access Arrangements online, keeping record of the changes and notifying relevant staff to ensure the Access Arrangement is implemented.

### **Appeals regarding centre decisions relating to other administrative issues**

Circumstances may arise that cause Meols Cop High School to make decisions on other administrative issues that may affect a candidate's examinations/assessments.

Where Meols Cop High School may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- Candidates should refer to the centre Appeals policy guidance for timeframes and appeals process.

The appellant will be informed of the outcome of the appeal within the timeframes detailed in the Meols Cop High School Complaints Policy.



## **Internal Appeals Procedure (Internal assessment decisions)**

# Meols Cop High School

## Internal Appeals Procedure (Internal assessment decisions)

Centre name	Meols Cop High School
Centre number	34681
Date procedure first created	06/05/2026
Current procedure approved by	Martin Davis
Current procedure reviewed by	Sarah Horsfall
Date of next review	06/05/2027

## Key staff involved in the procedure

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre assessed marks) at Meols Cop High School are managed in accordance with current requirements and regulations in the JCQ publications **General Regulations for Approved Centres (GR 5.7)**, **Instructions for conducting non-examination assessments (ICNEA 6.1)**. This procedure is also informed by the JCQ publications **Reviews of marking (centre assessed marks) suggested template for centres** and **Notice to Centres - Informing candidates of their centre assessed marks**.

## Introduction

Certain qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Meols Cop High School and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

The qualifications delivered at Meols Cop High School containing components of non-examination assessment/units of coursework are: GCSE, BTEC, Cambridge National Level 1/2 and Entry Level.

## Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Meols Cop High School for dealing with candidate appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- have in place and be available for inspection, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates

- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

### Principles relating to centre assessed marks

The head of centre/senior leader(s) at Meols Cop High School will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust Non-examination Assessment Policy (for the management of nonexamination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking
- On being informed of their centre assessed mark(s), if candidates believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking

Additional centre-specific principles:

Not applicable

### Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Meols Cop High School will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate (for some marked assessment materials, such as artwork and recordings, inform the candidate that the originals will be shared under supervised conditions) within the period of time as specified (see **Deadlines** below)
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)
- Require candidates to make requests for a review of centre marking by addressing appeals in writing to the Exams Officer.

- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see **Deadlines** below)
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request • Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

Not applicable

#### **Deadlines and timescales**

- Upon request, copies of materials will be made available to the candidate within the timescales detailed in the centre complaints policy
- The deadline to request a review of marking must be made within 7 calendar days of the candidate receiving copies of the requested materials
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 7 calendar days, all before the awarding body's deadline for the submission of marks

## **Changes 2025/2026**

(Changed) Under **Procedure for appealing internal assessment decisions**: ...inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria (To) inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted

## **Centre-specific changes**



# **Internal Appeals Procedure (Reviews of Results and Appeals)**

Meols Cop High School

## Internal Appeals Procedure (Reviews of Results and Appeals)

Centre name	Meols Cop High School
Centre number	34681
Date procedure first created	06/05/2026
Current procedure approved by	Martin Davis
Current procedure reviewed by	Sarah Horsfall
Date of next review	06/05/2027

### Key staff involved in the procedure

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

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

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

## Introduction

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

If teaching staff at Meols Cop High School or a candidate (or his/her parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

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

### Reviews of Results (RoRs):

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

## Purpose of the procedure

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

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

## Post-results services At

Meols Cop High School:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

Candidates are made aware/informed by notification via assemblies and the Meols Cop High School Rules and Regulations booklet..

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the exams officer on results day.

## Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Meols Cop High School will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc., when made available by the awarding body, to determine if the concern may be justified

For **written** components that contributed to the final grade, Meols Cop High School will:

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

In all other instances:

Consider accessing the script by:

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

Additional centre-specific actions:

Not applicable

For **moderated** components that contributed to the final grade Meols Cop High School will:

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

Additional centre-specific actions:

Not applicable

### **Candidate consent**

Meols Cop High School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Additional centre-specific actions:

Not applicable

### **Centre actions in the event of a disagreement (dispute)**

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

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

Additional centre-specific actions:

Not applicable

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by following the complaints process, referring to the Meols Cop High School complaints policy. at least 7 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the deadline for Review of Results.

### **Appeals**

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

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

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

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

Additional centre-specific information:

Not applicable

## **Changes 2025/2026**

(Changed) Under sub-heading **Reviews of Results (RoRs)**: This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications) (To) This service is available for externally assessed components of both unitised and linear GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)

## **Centre-specific changes**



# **Leaving the Examination Room Policy**

Meals Cop High School

## Leaving the Examination Room Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	06/05/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	06/05/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that candidates leaving the examination room at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

## Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at Meols Cop High School is managed in line with JCQ regulations.

This policy confirms:

- the correct procedures are followed in relation to candidates leaving the examination room
- Meols Cop High School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

## 1. Arrangements for leaving the examination room

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)

- 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 23.3)
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23.4)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5)

The following arrangements are applied at Meols Cop High School:

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)
- The invigilation team keep a record of the temporary absence using the incident log and then ensure that the candidate is given the time permitted for the examination.

Additional arrangements:

Not applicable

## **2. Roles and responsibilities**

### **The role of the exams office/officer**

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

Additional responsibilities:

Leaving the Examination Room Policy

### **The role of the invigilator**

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

Additional responsibilities:

Invigilators ensure that students remove blazers during periods of temporary absence to reduce the risk of malpractice.

**Changes 2025/2026**

No changes applicable

**Centre-specific changes**



# **Malpractice Policy**

Meals Cop High School

## Malpractice Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that any malpractice at Meols Cop High School is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ publications **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

## Introduction

### What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered • a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate

- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

### **Candidate malpractice**

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper. (SMPP 2)

### **Centre staff malpractice**

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

### **Suspected malpractice**

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP 2)

### **Purpose of the policy**

To confirm Meols Cop High School:

- has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

### **General principles**

In accordance with the regulations Meols Cop High School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body 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 (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

### **Preventing malpractice**

Meols Cop High School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance: *General Regulations for Approved Centres 2025-2026*; *Instructions for conducting examinations (ICE) 2025-2026*; *Instructions for conducting coursework 2025-2026*; *Instructions for conducting non-examination assessments 2025-2026*; *Access Arrangements and Reasonable Adjustments 2025-2026*; *A guide to the special consideration process 2025-2026*; *Suspected Malpractice: Policies and Procedures 2025-2026*; *Plagiarism in Assessments*; *AI Use in*

Additional information:

Preventative measures employed by Meols Cop High School include:

- Comprehensive invigilator training
- Written communication to students and parents outlining malpractice, including student conduct during assessment
- Processes to prevent malpractice in the form of phone and bag storage
- Mock examinations are conducted to the same rigour as formal examinations. This reinforces rules and conduct for all student in readiness for formal assessment.
- Strict examination environment. Students are in examination conditions before they enter the exam room. -A rigorous NEA process, including secure computer logins and examination environment for NEA work. NEA work is kept securely.

### **Informing and advising candidates how to avoid committing malpractice in examinations/assessments**

Meols Cop High School has robust processes to prevent and identify malpractice, as outlined in section 3.3 of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP 4.3)

Students and parents/carers are provided with the school Exam Candidate Handbook which includes information about how to avoid committing malpractice in examinations and assessment. This is also available on the school website.

The School Examinations Policy is distributed to all students prior to an exams season and available on the school website. Student assemblies focusing on examination conduct are delivered throughout the year. This includes explicit advice about malpractice, how to avoid it and how it is prevented and monitored within school. Regulation examination posters are displayed outside every exam room at the centre. AI

### **AI Use in Assessments**

Meols Cop High School refers to the JCQ guidance "AI Use in Assessments: Protecting the Integrity of Qualifications". All teachers delivering NEA components access this document and apply it to the delivery of assessment units. Preventative measures include, limited and monitored access (if required) to the internet. Individual assessment logins for students to prevent access to AI materials and tools. Teachers are also recommended to use software which can check for the use of AI within student work.

The following documentation is also provided to staff and students:

- \*Preventing AI Misuse in Assessments. A summary for teachers
- \*AI and Assessments. A quick guide for students

## **Identification and reporting of malpractice**

### **Escalating suspected malpractice issues**

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)

Malpractice should be reported to the Exams Officer in the first instance, who will gather information and report to the head of centre. If malpractice occurs in the exam room, invigilators will complete an incident log and submit to the exams officer for further review.

### **Reporting suspected malpractice to the awarding body**

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)

- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Additional information:

### **Communicating malpractice decisions**

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Additional information:

### **Appeals against decisions made in cases of malpractice**

Meols Cop High School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
  - Refer to further information and follow the process provided in the JCQ publication **A guide to the awarding bodies' appeals processes**
- Additional information:

## Changes 2025/2026

Under heading **Purpose of the policy:** (Changed) The purpose of this policy is to confirm how Meols Cop High School manages malpractice under normal delivery arrangements in accordance with the regulations (To) To confirm Meols Cop High School has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

Under heading **General Principles:** Moved subsections **Candidate malpractice** and **Centre staff malpractice** from this section and added under **Introduction** section

Under heading **Preventing Malpractice:** (Added) A new bullet point: This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- General Regulations for Approved Centres 2025-2026
- Instructions for conducting examinations (ICE) 2025-2026
- Instructions for conducting coursework 2025-2026
- Instructions for conducting non-examination assessments 2025-2026
- Access Arrangements and Reasonable Adjustments 2025-2026
- A guide to the special consideration process 2025-2026
- Suspected Malpractice: Policies and Procedures 2025-2026
- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications
- A guide to the awarding bodies' appeals processes 2025-2026 (SMPP 3.3.1)

(Added) New subheading **Informing and advising candidates** and an insert field to be populated according to the centre's process

Under heading **Identification and reporting of malpractice:** (Added) New subheading **Escalating suspected malpractice issues** and

- new bullet point: Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)
- an insert field to be populated according to the centre's process

(Added) New subheading **Reporting suspected malpractice to the awarding body**

(Added) New bullet point: The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)

(Changed) SMPP reference: If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.32) (To) If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)

(Changed) Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the case to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (SMPP 5.34) (To) Once the information gathering has concluded, the head of centre (or

other appointed information-gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (SMPP 5.35)

(Changed) SMPP reference: Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.36) (To) Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)

(Changed) SMPP reference: The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.39) (To) The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Under heading **Appeals against decisions made in cases of malpractice**:(Changed) Provide the individual with information on the process for submitting an appeal, where relevant (To) Provide the individual with information on the process and timeframe for submitting an appeal, where relevant

Under each relevant section added **Additional information** fields to be populated by the user if applicable

(28/02/2026) Suggested policy title changed from **Malpractice Policy (Exams)** to **Malpractice Policy (Exams/Assessments)**

Under the section **Preventing malpractice**:

(Amended) Heading **Informing and advising candidates** to **Informing and advising candidates how to avoid committing malpractice in examinations/assessments** (Added) Section entitled **AI Use in Assessments**

## **Centre-specific changes**

Under the heading: Informing and advising candidates how to avoid committing malpractice in examinations/assessments

Under the heading: AI Use in Assessments



# **Managing Behaviour Policy (Exams)**

Meols Cop High School

## Managing Behaviour Policy (Exams)

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that candidate behaviour in the examination room at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and SMPP refer to the JCQ publications **General Regulations for Approved Centres, Instructions for conducting examinations** and **Suspected Malpractice: Policies and Procedures**.

### Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at Meols Cop High School is managed in line with JCQ regulations.

### 1. Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, Meols Cop High School will:

- ensure the JCQ **Information for candidates documents** (coursework, non-examination assessments, onscreen tests, privacy notice, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ **Unauthorised items** and **Warning to candidates** posters (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

At Meols Cop High School candidates are made aware of JCQ information/briefed by:

Candidates are issued with the centre handbook at the beginning of the course and at point of entry. Assembly and briefing sessions prior to each exam are also used to remind candidates of conduct.

## 2. Candidate malpractice

- 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1.2)
- Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)
- 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper (SMPP 2)
- Inappropriate behaviour by a candidate in the examination room is deemed 'candidate malpractice'
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

## 3. Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at Meols Cop High School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Any malpractice suspected or actual, from this point must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)
- Form JCQ/M1 - **Report of suspected candidate malpractice** must be completed (ICE 24.3)
- 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 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ publication **Suspected Malpractice: Policies and Procedures** (ICE 24.5)
- In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24.6)

Additional information:

Not applicable

## 4. Roles and responsibilities

### The role of the invigilator

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)

- Warn a disruptive candidate that he/she may be removed from the examination room (ICE 24.1) • Record what has happened and actions taken on the exam room incident log (ICE 24.1)

Additional responsibilities:

If applicable, invigilators should then escalate the matter to the examinations officer.

#### **The role of the exams office/officer**

- Ensure that the JCQ **Information for candidates documents** (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) are distributed to all candidates prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ **Unauthorised items and Warning to candidates** posters (GR 5.8)
- Ensure the JCQ **Unauthorised items** and **Warning to candidates** posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5.8)
- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

Additional responsibilities:

If a candidate continues to be disruptive, the examinations officer seeks guidance from the senior leadership team and removes the candidate from the examination room to prevent disruption to the remaining candidates.

#### **The role of the head of centre**

- Where a candidate is seriously disrupting others, makes the decision to remove the candidate from the examination room (ICE 24.3)
- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination by completing form JCQ/M1 (ICE 24.3) Additional responsibilities:

Not applicable

#### **The role of the senior leader**

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

Additional responsibilities:

Not applicable

## **Examples of 'candidate malpractice'**

These include (but are not limited to):

### **Introduction of unauthorised material into the examination room**

Own blank paper - used for rough work; used for final answers

Calculators, dictionaries (when prohibited) - not used; used or attempted to use

Bringing into the examination room notes in the wrong format or prohibited annotations - notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject; notes/annotations are relevant and give an unfair advantage - notes/annotations introduced in a deliberate attempt to gain an advantage

Unauthorised notes, study guides and personal organisers - content irrelevant to subject; content relevant to subject; relevant to subject and evidence of use

Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, AirPods, earphones and headphones) - not in the candidate's possession but make a noise in the examination room; in the candidate's possession but no evidence of being used by the candidate; in the candidate's possession and evidence of being used by the candidate

Watches (not smartwatches) - in candidate's possession

### **Breaches of examination conditions**

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations - minor non-compliance: e.g. sitting in a non-designated seat / continuing to write for a short period after being told to stop; major non-compliance: e.g. refusing to move to a designated seat / significant amount of writing after being told to stop; related non-compliance

Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations - leaving examination early (no loss of integrity) / removing script from the examination room, but evidence of the integrity was maintained; removing script from examination room but with no proof that the script is safe / taking home materials; deliberately breaking a timetable clash supervision arrangement / removing script from the examination room and with proof that the script has been tampered with / leaving examination room early so integrity is impaired

Disruptive behaviour in the examination room or assessment session (including use of offensive language) - minor disruption lasting a short time / calling out, causing noise, turning around; repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room / taking another's possessions; warnings ignored / provocative or aggravated behaviour / repeated or loud offensive comments / physical assault on staff or property

### **Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to)**

Verbal communication - isolated incidents of talking before the start of the examination or after papers have been collected; talking during the examination about matters not related to the exam / accepting examination related information; talking about examination related matters during the exam / whispering answers to questions

Communication - passing/receiving written communications which clearly have no bearing on the assessment; accepting assessment related information; passing assessment related information to other candidates / helping one another / swapping scripts

### **Offences relating to the content of candidates' work**

The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non-examination assessments or portfolios - isolated offensive words or drawings; frequent offensive words or drawings; isolated obscenity or offensive comments directed at an individual or group; frequent obscenities / discriminatory language, remarks or drawings directed at an individual or group

Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing - minor amount of plagiarism/poor referencing in places; plagiarism from work listed in the bibliography or referenced/acknowledged / or minor amount of plagiarism from a source not listed in the bibliography or

referenced/acknowledged; plagiarism from work not listed in the bibliography or referenced/acknowledged / or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced/acknowledged

(Taken from SMPP, Appendix 6)

## Changes 2025/2026

Under heading **Briefing candidates:** (Changed) Wording in the 'Insert how candidates are made aware/briefed' field which may require the user to update their inserted text Under heading **Candidate**

### **Malpractice:**

Changed the order of bullet points in this section to provide greater clarity

(Changed) SMPP reference: Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP, Definitions) (To) Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)

(Changed) SMPP reference: 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper (SMPP, Definitions) (To)

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper (SMPP 2)

(Changed) SMPP reference: Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.6) (To) Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Under heading **Instructions for conducting examinations - Malpractice in the examination room:** (Added) New bullet point: Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Any malpractice suspected or actual, from this point must be reported to the relevant awarding body (ICE 19.1) Under **Examples of 'candidate malpractice':**

(Changed) These include: (To) These include (but are not limited to):

Under **Offences relating to the content of candidates' work:**

(Changed) isolated words or drawings, mildly offensive, inappropriate approaches or responses (To) isolated offensive words or drawings

(Changed) frequent mild obscenities or drawings; isolated strong obscenity; isolated mild obscenities or mildly offensive comments aimed at the examiner or member of staff (To) frequent offensive words or drawings; isolated obscenity or offensive comments directed at an individual or group

(Changed) offensive comments or obscenities aimed at a member of staff, examiner or religious group; homophobic, transphobic, racist or sexist remarks or lewd drawings (To) frequent obscenities; discriminatory language, remarks or drawings directed at an individual or group

(Added) Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing

- minor amount of plagiarism/poor referencing in places
- plagiarism from work listed in the bibliography or referenced/acknowledged; or minor amount of plagiarism from a source not listed in the bibliography or referenced / acknowledged
- plagiarism from work not listed in the bibliography or referenced/acknowledged; or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced / acknowledged

## Centre-specific changes

Not applicable



# **Non-examination Assessment Policy**

Meols Cop High School

## Non-examination Assessment Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Quality assurance lead/Lead internal verifier	Annette Peet
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that non-examination assessments at Meols Cop High School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

## Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA, section 1)

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as nonexamination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

## **Purpose of the policy**

The purpose of this policy is to confirm that Meols Cop High School adheres to JCQ regulations relating to nonexamination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

## **Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities 1. The basic principles**

Head of centre role and responsibilities:

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
  - (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
  - Ensures the centre's **Non-examination Assessment Policy** is fit for purpose and covers all types of nonexamination assessment
  - Ensures the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking
- Additional responsibilities:

Not applicable

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

Qualifications not covered by JCQ adhere to awarding body requirements and undergo a rigorous quality assurance process.

QA lead/Lead internal verifier role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates

- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Qualifications not covered by JCQ adhere to awarding body requirements and undergo a rigorous quality assurance process.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Additional responsibilities:  
Subject leaders who deliver vocational qualifications ensure appropriate procedures are followed to deliver and standardise NEA work within the centre.

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website

- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ publication **Instructions for conducting non-examination assessments** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Additional responsibilities:

The exams officer works with subject leads and staff responsible for QA to ensure the integrity of vocational qualifications within the centre.

## 2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Additional responsibilities:

Not applicable

### Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities: Not

applicable

## 3. Task taking

### Supervision

Subject teacher role and responsibilities:

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- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

Ensure there is sufficient supervision to enable the work of a candidate to be authenticated

- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents **Information for candidates - nonexamination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

Additional responsibilities:

Not applicable

### **Advice and feedback**

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

Not applicable

### **Resources**

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of**

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**Qualifications** ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment

- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Not applicable

#### **Word and time limits**

Subject teacher role and responsibilities:

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

Additional responsibilities:

Not applicable

#### **Collaboration and group work**

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

Additional responsibilities:

Not applicable

#### **Authentication procedures**

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met
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- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)

- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications **Instructions for conducting non-examination assessments** and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

Not applicable

### **Presentation of work**

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ publication **Instructions for conducting nonexamination assessments** unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Additional responsibilities:

Not applicable

### **Keeping materials secure**

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting nonexamination assessments**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed

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- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)

Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

•

- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Additional responsibilities:

Not applicable

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Additional responsibilities: Not

applicable

#### **4. Task marking - externally assessed components**

##### **Conduct of externally assessed work**

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ publication **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ publication **Instructions for conducting examinations**

Additional responsibilities:

Not applicable

##### **Submission of work**

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Additional responsibilities:

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Not applicable

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened • Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities: Not

applicable

## **5. Task marking - internally assessed components**

### **Marking and annotation**

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, 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)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process

Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Additional responsibilities:

Not applicable

### **Internal standardisation**

QA lead/Lead internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.) Ensure accurate internal standardisation - for example by:
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period
  - after most marking has been completed, holds a further meeting to make final adjustments
  - making final adjustments to marks prior to submission retaining work and evidence of standardisation • Retain evidence that internal standardisation has been carried out

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Additional responsibilities:

Not applicable

### **Consortium arrangements**

Subject lead role and responsibilities:

Not applicable

Subject teacher role and responsibilities:

Not applicable

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Not applicable

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### **Submission of marks and work for moderation** Subject teacher

role and responsibilities:

Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline

- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline Ensure that for postal moderation:
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable

### **Storage and retention of work after submission of marks** Subject teacher

role and responsibilities:

Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample

- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

Additional role and responsibilities:

Not applicable

### **External moderation - the process**

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

Not applicable

### **External moderation - feedback**

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Access or signpost moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Additional responsibilities:

Not applicable

## **6. Access arrangements and reasonable adjustments**

Subject teacher role and responsibilities:

- 
- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

Not applicable

ALS lead/SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Additional responsibilities: Not

applicable

## 7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

Refer to/directs relevant staff to the JCQ publication **A guide to the special consideration process**:

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable

submits to the relevant awarding body

Additional responsibilities: Not applicable

## 8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document **Information for candidates - non-examination assessments**
- Ensure candidates understand the JCQ document **Information for candidates - Social Media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Signpost the JCQ publication **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

Not applicable

## 9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ publication **Post-Results Services**
- Ensure the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication **Post-Results Services** (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

Additional responsibilities: Not

applicable

## 10. Endorsements

**Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)** Head of centre role and responsibilities:

- Ensures the centre adheres to Awarding Body requirements for the delivery and integrity of Spoken Language Endorsements within the centre.

QA lead/Lead internal verifier role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction or Not Classified**) and the storage and submission of recordings

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recordings

Additional responsibilities:

Not applicable

**Practical Skills Endorsement for the A Level Sciences (designed for use in England)** Head of centre role and responsibilities:

Not applicable

QA lead/Lead internal verifier role and responsibilities:

Not applicable

Subject lead role and responsibilities:

Not applicable

Subject teacher role and responsibilities:

Not applicable

Exams office/officer role and responsibilities:

Not applicable

## **11. Private candidates**

Subject lead role and responsibilities:

Not applicable

## **12. Qualification/Subject specific additional information**

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

Not applicable

## Changes 2025/24

(Added a new bullet point) Under **Task taking** – Supervision – Subject teacher Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

(Changed) Under **Task taking** – Resources – Subject teacher

• Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks (To) Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks and

(Added a new bullet point)

- Refers 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)) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
- By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment

(Additional change made October 2025: Under **Internal Standardisation** heading, reference to NQTs changed to ECTs)

## Centre-specific changes

Not applicable

## Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow the current JCQ publication <b>Instructions for conducting nonexamination assessments</b> and the JCQ document <b>Notice to Centres - Sharing NEA material and candidates' work</b> .	Exams Officer and Assistant Headteacher

Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not: submit work which is not their own / make available their work to other candidates through any medium / allow other candidates to have access to their own independently sourced material / assist other candidates to produce work / use books, the internet, AI or other sources without acknowledgement or attribution / submit work that has been word processed by a third party without acknowledgement / include inappropriate, offensive or obscene material.</p> <p>Records confirm that candidates have been made aware of the JCQ documents <b>Information for candidates - non-examination assessments</b> and <b>Information for candidates – Social Media</b> - and understand they must not post their work on social media</p>	Exams Officer and Assistant Headteacher
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding	Awarding body key date for accessing/downloading set task noted prior to start of course	Exams Officer, Assistant Headteacher and Network
<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>

<p>body online</p>	<p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	<p>Manager</p>
<p>Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification</p>	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	<p>Exams Officer and Assistant Headteacher</p>
<p>Candidates do not understand the marking criteria and what they need to do to gain credit</p>	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>Subject teacher long term absence during the task setting stage</p>	<p>See centre's <b>examination contingency plan</b> (Teaching staff extended absence)</p>	<p>Not Applicable</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Issuing of tasks</b>		
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	Subject Lead, Exams Officer and Assistant Headteacher
The wrong task is given to candidates	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	Subject Lead, Exams Officer and Assistant Headteacher
Subject teacher long term absence during the issuing of tasks stage	See centre's <b>examination contingency plan</b> (Teaching staff extended absence)	Not Applicable

<p>A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded</p>	<p>Ensures the candidate's presentation does not form part of the sample which will be recorded</p> <p>Contacts the awarding body at the earliest</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher in liaison with Child Protection</p>
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<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
	<p>opportunity where unable to record the required number of candidates for the monitoring sample</p>	<p>team.</p>
<p><b>Task taking</b></p>		
<p><b>Supervision</b></p>		
<p>Planned assessments clash with other centre or candidate activities</p>	<p>Assessment plan identified for the start of the course</p> <p>Assessment dates/periods included in centre wide calendar</p>	<p>Exams Officer and Assistant Headteacher</p>

<p>Rooms or facilities inadequate for candidates to take tasks under appropriate supervision</p>	<p>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</p> <p>Staggered sessions arranged where IT facilities insufficient for number of candidates</p> <p>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</p>	<p>Exams Officer and Assistant Headteacher</p>
<p>Insufficient supervision of candidates to enable work to be authenticated</p>	<p>Confirm subject teachers are aware of and follow the current JCQ publication <b>Instructions for conducting non-examination assessments</b> and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>

<p><b>Issue/Risk</b></p>	<p><b>Centre actions to manage issue/mitigate risk</b></p>	<p><b>Action by</b></p>
	<p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's <b>Nonexamination Assessment Policy</b></p>	
<p>A candidate is suspected of malpractice prior to submitting their work for assessment</p>	<p>Instructions and processes in the current JCQ publication <b>Instructions for conducting nonexamination assessments</b> (Malpractice section) are followed</p> <p>An internal investigation and where appropriate internal disciplinary procedures are followed</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>

<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<p>Relevant staff are signposted to the JCQ publication <b>A guide to the special consideration process</b> (section 2), to determine the process to be followed to apply for special consideration for the candidate</p>	<p>Subject Lead, SENCo, Exams Officer and Assistant Headteacher</p>
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**Advice and feedback**

<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
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<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
	<p>Candidate confirms/records advice and feedback given prior to starting on their work</p>	

<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedure</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</p> <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>Candidate does not reference information from published source</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p>	<p>Subject Lead, Exams Officer and Assistant</p>
<p><b>Issue/Risk</b></p>	<p><b>Centre actions to manage issue/mitigate risk</b></p>	<p><b>Action by</b></p>

	<p>Candidate is again referred to the JCQ document Information for candidates: nonexamination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	Headteacher
Candidate does not set out references as required	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document <b>Information for candidates: nonexamination assessments</b></p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	Subject Lead, Exams Officer and Assistant Headteacher
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Subject Lead, Exams Officer and Assistant Headteacher
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	Exams Officer and Assistant Headteacher

<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
<p>An excluded pupil wants to complete his/her nonexamination assessment(s)</p>	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</p> <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate</p>	<p>Exams Officer and Assistant Headteacher</p>
<p><b>Resources</b></p>		
<p>A candidate augments notes and resources between formally supervised sessions</p>	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>

<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p> <p>Where confirmation is unavailable from candidate's</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
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<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
	<p>records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</p>	
<p><b>Word and time limits</b></p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>

<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted  Awarding body guidance sought where this issue remains unresolved	Subject Lead, Exams Officer and Assistant Headteacher
<b>Authentication procedures</b>		
<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>

<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p>Records confirm subject staff have been made aware of the JCQ document <b>Notice to Centres - Sharing NEA material and candidates</b></p> <p>Records confirm that candidates have been issued with the current JCQ document <b>Information for candidates: non-examination assessments</b></p> <p>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: nonexamination assessments</p> <p>The candidate's work is not accepted for assessment</p> <p>A mark of zero is recorded and submitted to the awarding body</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>Candidate does not sign their authentication statement/declaration</p>	<p>Records confirm that candidates have been issued with the current JCQ document <b>Information for candidates: non-examination assessments</b></p> <p>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document <b>Information for candidates: non-examination assessments</b></p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>Subject teacher not available to sign authentication forms</p>	<p>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of</p>	<p>Subject Lead, Exams Officer</p>

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	marking candidates work as part of the centre's quality assurance procedures	and Assistant Headteacher
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Subject Lead, Exams Officer and Assistant Headteacher
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	<p>Records confirm subject teachers are aware of and follow current JCQ publication <b>Instructions for conducting non-examination assessments</b></p> <p>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</p>	Subject Lead, Exams Officer and Assistant Headteacher
Adequate secure storage not available to subject teacher	<p>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</p> <p>Alternative secure storage sourced where required</p>	Subject Lead, Exams Officer and Assistant Headteacher

Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication <b>Instructions for conducting non-examination assessments</b>	Subject Lead, Exams Officer and Assistant
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Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<p>Internal processes and regular monitoring/internal audit by IT Manager ensures access to this material is restricted; appropriate security safeguards are in place; an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained; any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it</p> <p>Additional details:</p>	Headteacher

**Task marking – externally assessed components**

A candidate is absent on the day of the examiner visit for an acceptable reason	<p>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</p> <p>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</p>	Subject Lead, Exams Officer and Assistant Headteacher
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A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	Subject Lead, Exams Officer and Assistant Headteacher
<b>Task marking – internally assessed components</b>		

<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
A candidate submits little or no work	<p>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</p> <p>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</p>	Subject Lead, Exams Officer and Assistant Headteacher
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication <b>A guide to the special consideration process</b> (section 5), to determine eligibility and the process to be followed for shortfall in work	Subject Lead, Exams Officer and Assistant Headteacher
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication <b>Instructions for conducting non-examination assessments</b> (section 8), to determine eligibility and the process to be followed for lost or damaged work	Not Applicable

Candidate malpractice is discovered	<p>Instructions and processes in the current JCQ publication <b>Instructions for conducting nonexamination assessments</b> (section 9 Malpractice) are followed</p> <p>Investigation and reporting procedures in the current JCQ publication <b>Suspected Malpractice: Policies and Procedures</b> are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p>	Subject Lead, Exams Officer and Assistant Headteacher
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Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. 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)	<p>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series</p> <p>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</p>	Exams Officer and Assistant Headteacher
An extension to the deadline for submission of marks is required for a legitimate reason	<p>Awarding body is contacted to determine if an extension can be granted</p> <p>Relevant staff are signposted to the JCQ publication <b>A guide to the special consideration process</b> (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</p>	Exams Officer and Assistant Headteacher

<p>After submission of marks, it is discovered that the wrong task was given to candidates</p>	<p>Awarding body is contacted for guidance</p> <p>Relevant staff are signposted to the JCQ publication <b>A guide to the special consideration process</b> (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>

<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
	<p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedure and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</p>	

<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course</p> <p>Candidates confirm/record deadlines known and understood</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</p>	<p>Subject Lead, Exams Officer and Assistant Headteacher</p>
<p>Deadline for submitting marks</p>	<p>Internal/external deadlines are published at the start</p>	<p>Subject Lead,</p>

<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
<p>and samples of candidates work ignored by subject teacher</p>	<p>of each academic year</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	<p>Exams Officer and Assistant Headteacher</p>

Subject teacher long term absence during the marking period	See centre's <b>examination contingency plan</b> (Teaching staff extended absence)	Not Applicable
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# **Overnight Supervision Arrangements Policy**

Meals Cop High School

## Overnight Supervision Arrangements Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	06/05/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	06/05/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that overnight supervision arrangements at Meols Cop High School are awarded and managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

## **Purpose of the policy**

This purpose of this policy is to confirm that Meols Cop High School:

- follows the correct procedures when considering the arrangements for a candidate entered for multiple examinations timetabled for the same day
- reserves the right to exercise discretion when considering allowing a candidate to take an examination the following morning
- has appropriate arrangements in place to maintain the security and integrity of the examination(s)

## **1. Overnight supervision arrangements**

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:

- more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or
- more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks

candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays. (ICE 8.1)

- These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.1)
- Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- 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 knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone, e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations (ICE 8.3)

## **2. Roles and responsibilities**

### **The role of the head of centre**

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while the candidate is on the premises sitting examinations (ICE 8.2)
- Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.4)
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.4) Additional responsibilities:

Not applicable

### **The role of the exams office/officer**

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and once all other options have been exhausted (ICE 8)
- Re-arrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is re-arranged for Saturday morning (ICE 8.5)
- Ensure the JCQ **Overnight Supervision** and **Overnight Supervision Declaration** forms are completed before the overnight supervision is to commence (ICE 8.4)
- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff, determining a method of supervision which ensures the candidate's well being (ICE 8.2)
- Download the JCQ **Overnight Supervision Declaration** form for signing by the candidate, the supervisor and the head of centre (ICE 8.4)
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties, as detailed in the JCQ publication **Suspected Malpractice: Policies and Procedures** (ICE 8.4)
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.4)
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.2)
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the earlier day are sealed in an envelope and returned to the centre's secure storage facility until all candidates at the centre have taken that examination (ICE 8.6)

Additional responsibilities:

Not applicable

## Changes 2025/2026

No changes applicable.

## Centre-specific changes



# DATA RETENTION AND MANAGEMENT POLICY

Policy Approved: July 2023  
Policy Renewal: July 2026

Reviewed by the SLT MAT Board

“The Directors of the Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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### **Statement of intent**

The Southport Learning Trust is committed to maintaining the confidentiality of its information and ensuring that all records within the school are only accessible by the appropriate individuals. In line with the requirements of the Data Protection Act 2018 & GDPR UK, the school also has a responsibility to ensure that all records are only kept for as long as is necessary to fulfil the purpose(s) for which they were intended.

The school has created this policy to outline how records are stored, accessed, monitored, retained and disposed of, in order to meet the school's statutory requirements.

This document complies with the requirements set out in the Data Protection Act 2018 & GDPR UK, which will come into effect on 25 May 2018. The government has confirmed that the UK's decision to leave the EU will not affect the commencement of the Data Protection Act 2018 & GDPR UK.

Signed by:

\_\_\_\_\_ Executive Headteacher

Date:

\_\_\_\_\_

\_\_\_\_\_ Director of Business & Finance

Date:

\_\_\_\_\_

## 1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- Data Protection Act (2018) & UK GDPR
- Freedom of Information Act 2000
- Limitation Act 1980 (as amended by the Limitation Amendment Act 1980)

1.2. This policy also has due regard to the following guidance:

- Information Records Management Society 'Information Management Toolkit for Schools' 2016

1.3. This policy will be implemented in accordance with the following Trust policies and procedures:

- Data Protection Policy
- Freedom of Information Policy
- ICT and Online Safety Policy

## **2. Responsibilities**

- 2.1. The school as a whole has a responsibility for maintaining its records and record-keeping systems in line with statutory requirements.
- 2.2. The Executive Headteacher holds overall responsibility for this policy and for ensuring it is implemented correctly.
- 2.3. The Executive Headteacher is responsible for the management of records at the Southport Learning Trust.
- 2.4. The Executive Headteacher is responsible for promoting compliance with this policy and reviewing the policy on an annual basis, in conjunction with the Headteacher.
- 2.5. The Executive Headteacher is responsible for ensuring that all records are stored securely, in accordance with the retention periods outlined in this policy, and are disposed of correctly.
- 2.6. All staff members are responsible for ensuring that any records for which they are responsible for are accurate, maintained securely and disposed of correctly, in line with the provisions of this policy.

## **3. Management of pupil records**

- 3.1. Pupil records are specific documents that are used throughout a pupil's time in the education system – they are passed to each school that a pupil attends and includes all personal information relating to them, e.g. date of birth, home address, as well as their progress and achievement.
- 3.2. The following information is stored on the front of a pupil record, and will be easily accessible:
  - Forename, surname, gender and date of birth
  - Unique pupil number
  - Note of the date when the file was opened
  - Note of the date when the file was closed, if appropriate
- 3.3. The following information is stored inside the front cover of a pupil record, and will be easily accessible:

- Ethnic origin, religion and first language (if not English)
- Any preferred names
- Position in their family, e.g. eldest sibling
- Emergency contact details and the name of the pupil's doctor
- Any allergies or other medical conditions that are important to be aware of
- Names of parents, including their home address(es) and telephone number(s)
- Name of the school, admission number, the date of admission and the date of leaving, where appropriate
- Any other agency involvement, e.g. speech and language therapist

3.4. The following information is stored in a pupil record, and will be easily accessible:

- Admissions form
- Details of any SEND
- If the pupil has attended an early years setting, the record of transfer
- Fair processing notice – only the most recent notice will be included
- Annual written reports to parents
- National curriculum and agreed syllabus record sheets
- Notes relating to major incidents and accidents involving the pupil
- Any information about an education and healthcare (EHC) plan and support offered in relation to the EHC plan
- Any notes indicating child protection disclosures and reports are held
- Any information relating to exclusions
- Any correspondence with parents or external agencies relating to major issues, e.g. mental health
- Notes indicating that records of complaints made by parents or the pupil are held

3.5. The following information is subject to shorter retention periods and, therefore, will be stored separately in a personal file for the pupil in the **school office**:

- Absence notes
- Parental and, where appropriate, pupil consent forms for educational visits, photographs and videos, etc.
- Correspondence with parents about minor issues, e.g. behaviour

3.6. Hard copies of disclosures and reports relating to child protection are stored in a sealed envelope, in a securely locked filing cabinet in Assistant Headteacher with responsibility for Safeguarding – a note indicating this is marked on the pupil's file.

3.7. Hard copies of complaints made by parents or pupils are stored in a file in the **Clerk to the Governors** – a note indicating this is marked on the pupil's file.

3.8. Actual copies of accident and incident information are stored separately on the school's management information system and held in line with the retention periods outlined in this

policy – a note indicating this is marked on the pupil’s file. An additional copy may be placed in the pupil’s file in the event of a major accident or incident.

- 3.9. Electronic records relating to a pupil’s record will also be transferred to the pupils’ next school. [Section 10](#) of this policy outlines how electronic records will be transferred.
- 3.10. The school will not keep any copies of information stored within a pupil’s record, unless there is ongoing legal action at the time during which the pupil leaves the school. The responsibility for these records will then transfer to the next school that the pupil attends.
- 3.11. If any pupil attends the school until statutory school leaving age, the school will keep the pupil’s records until the pupil reaches the age of 25 years.
- 3.12. The school will, wherever possible, avoid sending a pupil record by post. Where a pupil record must be sent by post, it will be sent by registered post, with an accompanying list of the files included. The school it is sent to is required to sign a copy of the list to indicate that they have received the files and return this to the school.

#### 4. Retention of pupil records and other pupil-related information

- 4.1. The table below outlines the school’s retention periods for individual pupil records and the action that will be taken after the retention period, in line with any requirements.
- 4.2. Electronic copies of any information and files will be destroyed in line with the retention periods below.
- 4.3.

Type of file	Retention period	Action taken after retention period ends
<b>Admissions</b>		
Register of admissions	Three years after the date on which the entry was made	Information is reviewed and the register may be kept permanently
School admissions	The current academic year, plus one year	Securely disposed of
Proof of address (supplied as part of the admissions process)	The current academic year, plus one year	Securely disposed of
Supplementary information submitted, including religious and medical information etc. (where the admission was successful)	Added to the pupil’s record	Securely disposed of
Supplementary information submitted, including religious and medical information etc. (where the admission was not successful)	Until the appeals process has been completed	Securely disposed of

<b>Pupils' educational records</b>		
Primary Pupils' educational records	Whilst the pupil remains at the school	Transferred to the next destination – if this is an independent school, homeschooling or outside of the UK, the file will be kept by the LA and retained for the statutory period
Secondary Pupils' educational records	25 years after the pupil's date of birth	Securely disposed of
Public examination results	Added to the pupil's record	Returned to the examination board
Internal examination results	Added to the pupil's record	Securely disposed of
Child protection information held on a pupil's record	Stored in a sealed envelope for the same length of time as the pupil's record	Securely disposed of
Child protection records held in a separate file	25 years after the pupil's date of birth	Securely disposed of
<b>Attendance</b>		
Attendance registers	Last date of entry on to the register, plus three years	Securely disposed of
Letters authorising absence	Current academic year, plus two years	Securely disposed of
<b>SEND</b>		
SEND files, reviews and individual education plans	25 years after the pupil's date of birth (as stated on the pupil's record)	Information is reviewed and the file may be kept for longer than necessary if it is required for the school to defend themselves in a 'failure to provide sufficient education' case
Statement of SEN maintained under section 324 of the Education Act 1996 or an EHC plan maintained under section 37 of the Children and Families Act 2014 (and any amendments to the statement or plan)	25 years after the pupil's date of birth (as stated on the pupil's record)	Securely disposed of, unless it is subject to a legal hold
Information and advice provided to parents regarding SEND	25 years after the pupil's date of birth (as stated on the pupil's record)	Securely disposed of, unless it is subject to a legal hold



Accessibility strategy	25 years after the pupil's date of birth (as stated on the pupil's record)	Securely disposed of, unless it is subject to a legal hold
<b>Curriculum management</b>		
SATs results	25 years after the pupil's date of birth (as stated on the pupil's record)	Securely disposed of
Examination papers	Until the appeals/validation process has been completed	Securely disposed of
Published Admission Number (PAN) reports	Current academic year, plus six years	Securely disposed of
Valued added and contextual data	Current academic year, plus six years	Securely disposed of
Self-evaluation forms	Current academic year, plus six years	Securely disposed of
Pupils' work	Returned to pupils at the end of the academic year, or retained for the current academic year, plus one year	Securely disposed of
<b>Extra-curricular activities</b>		
Parental consent forms for school trips where no major incident occurred	Until the conclusion of the trip	Securely disposed of
Parental consent forms for school trips where a major incident occurred	25 years after the pupil's date of birth on the pupil's record (permission slips of all pupils on the trip will also be held to show that the rules had been followed for all pupils)	Securely disposed of
Walking bus registers	Three years from the date of the register being taken	Securely disposed of
<b>Family liaison officers and home-school liaison assistants</b>		
Day books	Current academic year, plus two years	Reviewed and destroyed if no longer required

Reports for outside agencies	Duration of the pupil's time at school	Securely disposed of
Referral forms	Whilst the referral is current	Securely disposed of

Contact data sheets	Current academic year	Reviewed and destroyed if no longer active
Contact database entries	Current academic year	Reviewed and destroyed if no longer required
Group registers	Current academic year, plus two years	Securely disposed of

## 5. Retention of staff records

5.1. The table below outlines the school's retention period for staff records and the action that will be taken after the retention period, in line with any requirements.

5.2. Electronic copies of any information and files will also be destroyed in line with the retention periods below.

Type of file	Retention period	Action taken after retention period ends
<b>Operational</b>		
Staff members' personal file	Termination of employment, plus six years	Securely disposed of
Timesheets	Current academic year, plus six years	Securely disposed of
Annual appraisal and assessment records	Current academic year, plus five years	Securely disposed of
<b>Recruitment</b>		
Records relating to the appointment of a new Principal	Date of appointment, plus six years	Securely disposed of
Records relating to the appointment of new members of staff (unsuccessful candidates)	Date of appointment of successful candidate, plus six months	Securely disposed of
Records relating to the appointment of new members of staff (successful candidates)	Relevant information added to the member of staff's personal file and other information retained for six months	Securely disposed of
DBS certificates	Up to six months	Securely disposed of
Proof of identify as part of the enhanced DBS check	After identity has been proven	Reviewed and a note kept of what was seen and what has been checked – if it is necessary to keep a copy this will be placed on the staff member's personnel file, if not, securely disposed of

Evidence of right to work in the UK	Added to staff personal file or, if kept separately, termination of employment, plus no longer than two years	Securely disposed of
<b>Disciplinary and grievance procedures</b>		
Child protection allegations, including where the allegation is unproven	Added to staff personal file, and until the individual's normal retirement age, or 10 years from the date of the allegation – whichever is longer  If allegations are malicious, they are removed from personal files	Reviewed and securely disposed of
Oral warnings	Date of warning, plus six months	Securely disposed of
Written warning – level 1	Date of warning, plus 6 months	Securely disposed of
Written warning – level 2	Date of warning, plus 12 months	Securely disposed of
Final warning	Date of warning, plus 18 months	Securely disposed of
Records relating to unproven incidents	Conclusion of the case, unless the incident is child protection related and is disposed of as <a href="#">above</a>	Securely disposed of

## 6. Retention of senior leadership and management records

6.1. The table below outlines the school's retention periods for senior leadership and management records, and the action that will be taken after the retention period, in line with any requirements.

Electronic copies of any information and files will also be destroyed in line with the retention periods below.

Type of file	Retention period	Action taken after retention period ends
<b>Governing Body</b>		
Agendas for governing board meetings	One copy alongside the original set of minutes – all others disposed of without retention	Securely disposed of

Original, signed copies of the minutes of governing board meetings	Permanent	If unable to store, these will be provided to the Trust archive service
Inspection copies of the minutes of governing board meetings	Date of meeting, plus three years	Securely disposed of if they contain any sensitive and personal information
Reports presented to the governing board	Minimum of six years, unless they refer to individual reports – these are kept permanently	Securely disposed of or, if they refer to individual reports, retained with the signed, original copy of minutes
Meeting papers relating to the annual parents' meeting	Date of meeting, plus a minimum of six years	Securely disposed of
Instruments of government, including articles of association	Permanent	If unable to store, these will be provided to the Trust archive service
Trusts and endowments managed by the governing board	Permanent	Retained in the school whilst it remains open, then provided to the Trust archive service when the school closes
Action plans created and administered by the governing board	Duration of the action plan, plus three years	Securely disposed of
Policy documents created and administered by the governing board	Duration of the policy, plus three years	Securely disposed of
Records relating to complaints dealt with by the governing board	Date of the resolution of the complaint, plus a minimum of six years	Reviewed for further retention in case of contentious disputes, then securely disposed of
Annual reports created under the requirements of The Education (Governors' Annual Reports) (England) (Amendment) Regulations 2002	Date of report, plus 10 years	Securely disposed of
Proposals concerning changing the status of the school	Date proposal accepted or declined, plus three years	Securely disposed of

Type of file	Retention period	Action taken after retention period ends
<b>Headteacher and senior leadership team (SLT)</b>		
Log books of activity in the school maintained by the Headteacher	Date of last entry, plus six years	Reviewed and offered to the Trust archive service if appropriate
Minutes of SLT meetings and the meetings of other internal administrative bodies	Date of the meeting, plus three years	Reviewed and securely disposed of
Reports created by the Headteacher or SLT	Date of the report, plus three years	Reviewed and securely disposed of

Records created by the Headteacher, Deputy/Assistant Headteachers, Faculty/Subject Leaders, Heads of Year and other members of staff with administrative responsibilities	Current academic year, plus six years	Reviewed and securely disposed of
Correspondence created by the Headteacher, Deputy/Assistant Headteachers, Faculty/Subject Leaders, Heads of Year and other members of staff with administrative responsibilities	Date of correspondence, plus three years	Reviewed and securely disposed of
Professional Development Plan	Duration of the plan, plus six years	Securely disposed of
School Development Plan	Duration of the plan, plus three years	Securely disposed of

## 7. Retention of health and safety records

7.1. The table below outlines the school's retention periods for health and safety records, and the action that will be taken after the retention period, in line with any requirements.

7.2. Electronic copies of any information and files will also be destroyed in line with the retention periods below.

Type of file	Retention period	Action taken after retention period ends
<b>Health and safety</b>		
Health and safety policy statements	Duration of policy, plus three years	Securely disposed of
Health and safety risk assessments	Duration of risk assessment, plus three years	Securely disposed of
Records relating to accidents and injuries at work	Date of incident, plus 12 years. In the case of serious accidents reportable to RIDDOR, a retention period of 15 years is applied	Securely disposed of
Accident reporting – adults	Date of the incident, plus six years	Securely disposed of
Accident reporting – pupils	25 years after the pupil's date of birth, on the pupil's record	Securely disposed of
Control of substances hazardous to health	Current academic year, plus 40 years	Securely disposed of
Information relating to areas where employees and persons are likely to come into contact with asbestos	Date of last action, plus 40 years	Securely disposed of

Information relating to areas where employees and persons are likely to come into contact with radiation	Date of last action, plus 50 years	Securely disposed of
Fire precautions log books	Current academic year, plus six years	Securely disposed of

## 8. Retention of financial records

8.1. The table below outlines the school's retention periods for financial records and the action that will be taken after the retention period, in line with any requirements.

8.2. Electronic copies of any information and files will also be destroyed in line with the retention periods below.

Type of file	Retention period	Action taken after retention period ends
<b>Payroll pensions</b>		
Maternity pay records	Current academic year, plus three years	Securely disposed of
Records held under Retirement Benefits Schemes (Information Powers) Regulations 1995	Current academic year, plus six years	Securely disposed of
<b>Risk management and insurance</b>		
Employer's liability insurance certificate	Closure of the school, plus 40 years	Securely disposed of
<b>Asset management</b>		
Inventories of furniture and equipment	Current academic year, plus six years	Securely disposed of
Burglary, theft and vandalism report forms	Current academic year, plus six years	Securely disposed of
<b>Accounts and statements including budget management</b>		
Annual accounts	Current academic year, plus six years	Disposed of against common standards
Loans and grants managed by the school	Date of last payment, plus 12 years	Information is reviewed then securely disposed of
All records relating to the creation and management of budgets	Duration of the budget, plus three years	Securely disposed of
Invoices, receipts, order books, requisitions and delivery notices	Current financial year, plus six years	Securely disposed of
Records relating to the collection and banking of monies	Current financial year, plus six years	Securely disposed of

Records relating to the identification and collection of debt	Current financial year, plus six years	Securely disposed of
<b>Contract management</b>		
All records relating to the management of contracts under seal	Last payment on the contract, plus 12 years	Securely disposed of
All records relating to the management of contracts under signature	Last payment on the contract, plus six years	Securely disposed of
All records relating to the monitoring of contracts	Current academic year, plus two years	Securely disposed of
<b>School fund</b>		
Cheque books, paying in books, ledgers, invoices, receipts, bank statements and journey books	Current academic year, plus six years	Securely disposed of
<b>School meals</b>		
Free school meals registers	Current academic year, plus six years	Securely disposed of
School meals registers	Current academic year, plus three years	Securely disposed of
School meals summary sheets	Current academic year, plus three years	Securely disposed of

## 9. Retention of other school records

9.1. The table below outlines the school's retention periods for any other records held by the school, and the action that will be taken after the retention period, in line with any requirements.

9.2. Electronic copies of any information and files will also be destroyed in line with the retention periods below.

Type of file	Retention period	Action taken after retention period ends
<b>Property management</b>		
Title deeds of properties belonging to the school	Permanent	Transferred to new owners if the building is leased or sold
Plans of property belonging to the school	For as long as the building belongs to the school	Transferred to new owners if the building is leased or sold
Leases of property leased by or to the school	Expiry of lease, plus six years	Securely disposed of

Records relating to the letting of school premises	Current financial year, plus six years	Securely disposed of
<b>Maintenance</b>		
All records relating to the maintenance of the school carried out by contractors	Current academic year, plus six years	Securely disposed of
All records relating to the maintenance of the school carried out by school employees	Current academic year, plus six years	Securely disposed of
<b>Operational administration</b>		
General file series	Current academic year, plus five years	Securely disposed of
Records relating to the creation and publication of the school brochure and/or prospectus	Current academic year, plus three years	Disposed of
Records relating to the creation and distribution of circulars to staff, parents or pupils	Current academic year, plus one year	Disposed of
Newsletters and other items with short operational use	Current academic year plus one year	Disposed of
Visitors' books and signing-in sheets	Current academic year, plus six years	Securely disposed of
Records relating to the creation and management of parentteacher associations and/or old pupil associations	Current academic year, plus six years	Securely disposed of

## 10. Storing and protecting information

- 10.1. The DPO will undertake a risk analysis to identify which records are vital to school management and these records will be stored in the most secure manner.
- 10.2. The IT Team will conduct a back-up of information on a termly basis to ensure that all data can still be accessed in the event of a security breach, e.g. a virus, and prevent any loss or theft of data.
- 10.3. Where possible, backed-up information will be stored off the school premises, using a central back-up service.
- 10.4. Confidential paper records are kept in a locked filing cabinet, drawer or safe, with restricted access.
- 10.5. Confidential paper records are not left unattended or in clear view when held in a location with general access.

- 10.6. Digital data is coded, encrypted or password-protected, both on a local hard drive and on a network drive that is regularly backed-up off-site.
- 10.7. Where data is saved on removable storage or a portable device, the device is kept in a locked and fireproof filing cabinet, drawer or safe when not in use.
- 10.8. Memory sticks are not used to hold personal information unless they are password-protected and fully encrypted.
- 10.9. All electronic devices are password-protected to protect the information on the device in case of theft.
- 10.10. Where possible, the school enables electronic devices to allow the remote blocking or deletion of data in case of theft.
- 10.11. Staff and governors do not use their personal laptops or computers for school purposes.
- 10.12. All members of staff are provided with their own secure login and password, and every computer regularly prompts users to change their password.
- 10.13. Emails containing sensitive or confidential information are password-protected to ensure that only the recipient is able to access the information. The password will be shared with the recipient in a separate email.
- 10.14. Circular emails to parents are sent blind carbon copy (bcc), so email addresses are not disclosed to other recipients.
- 10.15. When sending confidential information by fax, members of staff always check that the recipient is correct before sending.
- 10.16. Where personal information that could be considered private or confidential is taken off the premises, to fulfil the purpose of the data in line with the Data Protection Act 2018 & GDPR UK, either in an electronic or paper format, staff take extra care to follow the same procedures for security, e.g. keeping devices under lock and key. The person taking the information from the school premises accepts full responsibility for the security of the data.
- 10.17. Before sharing data, staff always ensure that:
  - They have consent from data subjects to share it.
  - Adequate security is in place to protect it.
  - The data recipient has been outlined in a privacy notice.
- 10.18. All staff members will implement a 'clear desk policy' to avoid unauthorised access to physical records containing sensitive or personal information. All confidential information will be stored in a securely locked filing cabinet, drawer or safe with restricted access.
- 10.19. Under no circumstances are visitors allowed access to confidential or personal information. Visitors to areas of the school containing sensitive information are supervised at all times.
- 10.20. The physical security of the school's buildings and storage systems, and access to them, is reviewed termly by the Site Manager\_in conjunction with the DPO. If an increased risk in vandalism, burglary or theft is identified, this will be reported to the Headteacher and extra measures to secure data storage will be put in place.

- 10.21. The school takes its duties under the Data Protection Act 2018 & GDPR UK seriously and any unauthorised disclosure may result in disciplinary action.
- 10.22. The IT Team is responsible for continuity and recovery measures are in place to ensure the security of protected data.
- 10.23. Any damage to or theft of data will be managed in accordance with the school's Security Breach Management Plan.

## **11. Accessing information**

- 11.1. The Southport Learning Trust is transparent with data subjects, the information we hold and how it can be accessed.
- 11.2. All members of staff, parents of registered pupils and other users of the school, e.g. visitors and third-party clubs, are entitled to:
- Know what information the school holds and processes about them or their child and why.
  - Understand how to gain access to it.
  - Understand how to provide and withdraw consent to information being held.
  - Understand what the school is doing to comply with its obligations under the Data Protection Act 2018 & GDPR UK.
- 11.3. All members of staff, parents of registered pupils and other users of the school and its facilities have the right, under the Data Protection Act 2018 & GDPR UK, to access certain personal data being held about them or their child.
- 11.4. Personal information can be shared with pupils once they are considered to be at an appropriate age and responsible for their own affairs; although, this information can still be shared with parents.
- 11.5. Pupils who are considered to be at an appropriate age to make decisions for themselves are entitled to have their personal information handled in accordance with their rights.
- 11.6. The school will adhere to the provisions outlined in the school's Data Protection Policy when responding to requests seeking access to personal information.

## **12. Digital continuity statement**

- 12.1. Digital data that is retained for longer than six years will be named as part of a digital continuity statement.
- 12.2. The DPO will work with the Trust to identify any digital data that will need to be named as part of a digital continuity statement.
- 12.3. The data will be archived to dedicated files on the school's server, which are passwordprotected – this will be backed-up in accordance with [section 10](#) of this policy.
- 12.4. Memory sticks will never be used to store digital data, subject to a digital continuity statement.
- 12.5. The IT technician will review new and existing storage methods annually and, where appropriate add them to the digital continuity statement.

12.6. The following information will be included within the digital continuity statement:

- A statement of purpose and requirements for keeping the records
- The names of the individuals responsible for long term data preservation
- A description of the information assets to be covered by the digital preservation statement
- A description of when the record needs to be captured into the approved file formats
- A description of the appropriate supported file formats for long-term preservation
- A description of the retention of all software specification information and licence information
- A description of how access to the information asset register is to be managed in accordance with the Data Protection Act 2018 & GDPR UK

### **13. Information audit**

13.1. The school conducts information audits on an annual basis against all information held by the school to evaluate the information the school is holding, receiving and using, and to ensure that this is correctly managed in accordance with the Data Protection Act 2018 & GDPR UK. This includes the following information:

- Paper documents and records
- Electronic documents and records
- Databases
- Microfilm or microfiche
- Sound recordings
- Video and photographic records
- Hybrid files, containing both paper and electronic information

13.2. The information audit may be completed in a number of ways, including, but not limited to:

- Interviews with staff members with key responsibilities – to identify information and information flows, etc.
- Questionnaires to key staff members to identify information and information flows, etc.
- A mixture of the above

13.3. The DPO is responsible for completing the information audit. The information audit will include the following:

- The school's data needs
- The information needed to meet those needs
- The format in which data is stored
- How long data needs to be kept for
- Vital records status and any protective marking
- Who is responsible for maintaining the original document

- 13.4. The DPO will consult with staff members involved in the information audit process to ensure that the information is accurate.
- 13.5. Once it has been confirmed that the information is accurate, the DPO will record all details on the school's Information Asset Register.
- 13.6. The information displayed on the Information Asset Register will be shared with the Headteacher to gain their approval.

#### **14. Disposal of Data**

- 14.1. Where disposal of information is outlined as standard disposal, this will be recycled appropriate to the form of the information, e.g. paper recycling, electronic recycling.
- 14.2. Where disposal of information is outlined as secure disposal, this will be shredded or pulped and electronic information will be scrubbed clean and, where possible, cut. The DPO will keep a record of all files that have been destroyed.
- 14.3. Where the disposal action is indicated as reviewed before it is disposed, the DPO will review the information against its administrative value – if the information should be kept for administrative value, the DPO will keep a record of this.
- 14.4. If, after the review, it is determined that the data should be disposed of, it will be destroyed in accordance with the disposal action outlined in this policy.
- 14.5. Where information has been kept for administrative purposes, the DPO will review the information again after three years and conduct the same process. If it needs to be destroyed, it will be destroyed in accordance with the disposal action outlined in this policy. If any information is kept, the information will be reviewed every three subsequent years.
- 14.6. Where information must be kept permanently, this information is exempt from the normal review procedures

#### **15. Monitoring and review**

- 15.1. This policy will be reviewed on an annual basis by the DPO in conjunction with the Headteacher – the next scheduled review date for this policy is July 2025.
- 15.2. Any changes made to this policy will be communicated to the Trust Board, Local Governing Board and all members of staff.





# **Special Consideration Policy**

Meals Cop High School

# Special Consideration Policy

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	06/05/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	06/05/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jen Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that the special consideration process at Meols Cop High School is managed in accordance with current requirements and regulations.

References in this policy to GR, SC and ICE refer to the JCQ publications **General Regulations for Approved Centres, A guide to the special consideration process** and **Instructions for conducting examinations**.

## Introduction

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. (SC 1)

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification.

(SC 1)

## Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms Meols Cop High School will submit an application for special consideration where a candidate meets the published criteria. (GR 5.9)

## Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ publication **A guide to the special consideration process** (SC 2.3)

## Roles and responsibilities

### The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

Additional responsibilities:

Not applicable

### The role of the exams office/officer

- Refer to the criteria detailed in the JCQ publication **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

Additional responsibilities:

Not applicable

### The role of the senior leader

- Sign appropriate evidence to support all eligible applications (SC 6)

Additional responsibilities:

Not applicable

#### **The role of other staff**

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

Additional responsibilities:

Not applicable

#### **The role of an affected candidate (or parent/carer)**

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

Additional responsibilities: Not

applicable

### **Applying for special consideration**

At Meols Cop High School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication **A guide to the special consideration process**.

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

Examples where a candidate/candidates may be eligible for special consideration include:

A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 7.4)
- special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)
- Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing (SC 2.3)

Additional examples:

Not applicable

## **Candidates who are absent from a timetabled component/unit for acceptable reasons**

If a candidate is absent for acceptable reasons, and Meols Cop High School is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC 4) **Other issues**

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5)
- Coursework/non-examination assessment extensions (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates taking an incorrect or defective question paper (SC 5)
- Candidates undertaking the wrong controlled assessment or non-examination assessment assignment (SC 5)

Additional issues:

Not applicable

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in a vocational qualification, Meols Cop High School will follow **A guide to special consideration** (section 7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

## **Processing applications for special consideration**

### **The role of the head of centre**

- Ensure all eligible applications are supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

Additional responsibilities:

Not applicable

### **The role of the exams office/officer**

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)
- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

Other responsibilities:

Not applicable

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

At Meols Cop High School, where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in **A guide to the special consideration process**.

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

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

### **Timetabled written examinations**

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 10 **Application for special consideration** will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For cases involving groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- Form 14 **Self certification form** (Self certification for candidates who have missed an examination) will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill

### **Internally assessed work**

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a work submission deadline for an individual candidate is being requested, the awarding body will be contacted directly
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted online or by completing form 10, dependent on the awarding body

### **Post-assessment adjustments - vocational qualifications**

- Where the learner's circumstances are eligible, form 10 or form VQ/SC **Application for special consideration Vocational qualifications** will be completed and submitted to the awarding body

### **Late applications**

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

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

## Changes 2025/2026

(Updated) Second paragraph in **Introduction** due to slight changes of wording in JCQ's A guide to the special consideration process (section 1)

(Changed) Under **The role of the senior leader**: Produce signed evidence to support all applications for special consideration  
(To) Sign appropriate evidence to support all eligible applications

(Changed) Under (Processing applications) **The role of the exams office/officer**: Keep evidence to support all applications on file until after the publication of results and provide the signed evidence produced by a member of the senior leadership team in support an application where this may be requested by an awarding body (To) Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body

(Changed) Under **Candidates who are absent from a timetabled component/unit for acceptable reasons**: If a candidate is absent for acceptable reasons, and [centre name] can support this, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (To) If a candidate is absent for acceptable reasons, and (centre name) is prepared to support an application for special consideration, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met.

## Centre-specific changes



# **Word Processor Policy (Exams)**

Meals Cop High School

## Word Processor Policy (Exams)

Centre name	Meols Cop High School
Centre number	34681
Date policy first created	25/02/2026
Current policy approved by	Martin Davis
Current policy reviewed by	Sarah Horsfall
Date of next review	25/02/2027

## Key staff involved in the policy

Role	Name
Head of centre	Martin Davis
Senior leader(s)	Jennifer Filson
Exams officer	Sarah Horsfall
ALS lead/SENCo	Hayley Hinton
IT manager	Allan De Borde
Other staff (if applicable)	

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

References in this policy to **AA** and **ICE** relate to/are directly taken from the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

## Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at Meols Cop High School:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)

- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENCOs must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AA 4.2.3)
- The Additional Learning Support lead/SENCO must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before his/her first examination. (AA 4.2.7)

## **Purpose of the policy**

This policy details how Meols Cop High School complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

## **The criteria Meols Cop High School uses to award and allocate word processors for examinations and assessments**

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

## **Exceptions**

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates Meols Cop High School will:
  - allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
  - award the use of a word processor to candidates where appropriate to their needs (AA 5.8.4). For example, a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting (This list is not exhaustive)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2) Meols Cop High School will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Additionally, the use of a word processor would be considered for a candidate:

- in the event of 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 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Other centre specific information relating to the use of a word processor: Not applicable

## **Arrangements at the time of the assessment for the use of a word processor**

A candidate using a word processor is accommodated as follows:

- Candidates are accommodated in a separate room to the main cohort. Candidates are provided with guidance to use exam specific login details.

In compliance with the regulations, Meols Cop High School:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Meols Cop High School will ensure the word processor:

(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen

- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

Meols Cop High School will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam has ended**

Meols Cop High School will ensure:

(ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his/her own
- a word processed script is attached to any answer booklet which contains some of the answers
- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22) Meols Cop High School:
- may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body (ICE 14.27)

Other centre specific information relating to arrangements at the time of the assessment:

Candidates are asked to sign and verify the printed work is their own before leaving the exam room.

## **Allocating word processors at the time of the assessment**

Appropriate exam-compliant word processors will be allocated by: • the

Exams Officer in liaison with the IT department and SENCo.

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE

Other centre specific information relating to allocating the use of a word processor:

Not applicable

## **Changes 2025/2026**

No changes applicable.

## **Centre-specific changes**

Upon review in March 2026, no centre-specific updates or changes were applicable to this document