



Wallington High School for Girls Examinations Policy

Contents

	Page
1 Aims and Rationale	1
2 Roles and Responsibilities	3
3 Examination Entries	5
4 Examination Days	7
5 Coursework/Non-Examined Assessment	9
6 Post-examination Processes	10
7 Examination Compliance	13
8 Monitoring Arrangement	17
9 Links with other policies	17

Appendices:

1. Receiving Exam Board Parcels
2. Exams Contingency Plan
3. Reviews of Marking – Centre-assessed Marks
4. Exams Emergency Evacuation
5. Exams Lockdown Procedure
6. Exams Archiving Procedure

MONITORING AND EVALUATION BY	Senior Leadership Team and Headteacher
APPROVED BY	Local Governing Body
APPROVAL DATE	February 2026
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PERIOD OF REVIEW	1 year
DATE OF NEXT REVIEW	February 2027

Policy Notes

Policy may be subject to review and revision at any time by the Wallington Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Wallington Local Governing Body.

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.

1. Aims and rationale of policy

The purpose of this policy is to:

- to ensure the planning and management of internal and external examinations is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.
- to ensure that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.
- to ensure all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times

It is the responsibility of everyone involved in the school's examination processes to read, understand and implement this policy.

This policy will be reviewed annually.

The policy will be overseen and reviewed by the member of the Senior Leadership Team (SLT) with responsibility for examinations and the Examinations Manager. It should be read in conjunction with the JCQ regulations, Access Arrangements Policy and other GLT Policies (*see section 9*)

2. Roles and Responsibilities

Role	Key Responsibilities
Head of Centre (Headteacher)	<ul style="list-style-type: none"> has overall responsibility for the school as an examination centre responsible for ensuring that all suspicions of or actual incidents of malpractice are reported. This should be done with reference to the JCQ document – <i>Suspected Malpractice in Examinations and Assessments</i>. ensures accommodation for examinations takes priority over other activities ensures the relevant awarding bodies are informed of any Conflict of Interest
Examinations Manager	<ul style="list-style-type: none"> manages the administration of public examinations, in accordance with JCQ and Awarding Body regulations manages the administration of internal examinations under the guidance of SLT advises the Senior Leadership Team, Heads of Department, Heads of Year and other relevant support staff on annual examination timetables and application procedures as set by the various Awarding Bodies. contributes to the production and distribution to staff and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events. ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them. consults with teaching staff to ensure that necessary non-examined assessment is completed on time and in accordance with JCQ guidelines. provides and confirms detailed data on estimated entries. receives, checks and stores securely all examination papers and completed scripts. administers Access Arrangements and makes applications for special consideration in accordance with the JCQ publications <i>Access Arrangements, Reasonable Adjustments and Special Consideration</i>. identifies and manages examination timetable clashes. accounts for income and expenditures relating to all examination costs/charges. recruits, trains and monitors a team of Examination Invigilators. supports Heads of Department in submitting candidates' coursework/NEA marks, tracks dispatch and stores returned coursework/NEA and any other material required by the appropriate Awarding Bodies correctly and on schedule. arranges for dissemination of examination results and certificates to candidates and submits, in consultation with the SLT, any appeals/review of marking requests. maintains systems and processes to support the timely entry of candidates for their examinations.
Heads of Department	<ul style="list-style-type: none"> provide guidance and oversight of candidates who are unsure about examination entries or amendments. inform the Examinations Manager of any changes to specifications. accurate entry of coursework/NEA marks and declaration sheets. accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Manager. inform the Examinations Manager of any students who are completing examinations at another centre. provide post results guidance in their subject.

Heads of Year	<ul style="list-style-type: none"> providing guidance and pastoral oversight of candidates. work with the SENDCo to identify and support students who may require Access Arrangements for a medical or pastoral need.
SENDCo	<ul style="list-style-type: none"> ensuring the correct administration of Access Arrangements in conjunction with the Examinations Manager, including the keeping of evidence and making applications online for Access Arrangements. identification and testing of candidates' requirements for Access Arrangements (see <i>Access Arrangements Policy</i> for more details).
Teaching and support staff	<ul style="list-style-type: none"> accurate submission of candidate names and relevant data to Heads of Department. prepare students for public and internal examinations.
Lead Invigilators	<ul style="list-style-type: none"> collecting examination papers and other material from the Examinations Manager before the start of the examination. administration of examinations in the exam venue in accordance with JCQ regulations and school procedures collecting all examination papers in the correct order at the end of the examination and their return to the Examinations Office.
Administrative Staff (Reception)	<ul style="list-style-type: none"> Receiving examination materials and dealing with them in accordance with the "Receiving Exam Board parcels" protocol. See <i>Appendix 1 Receiving Exam Board Parcels</i>.
Candidates	<ul style="list-style-type: none"> Understand coursework/NEA regulations and sign a declaration that authenticates the coursework as their own. check and confirm exam entries attend examinations punctually, in the correct uniform or dress code (Sixth Form) and with the correct equipment for the examination. follow the examination regulations whilst they are in the examination hall inform the Examinations Manager if they are sitting an examination at another centre complete all paperwork and provide payment for any queries regarding examinations (e.g. re-sits, reviews of marking, requests for scripts) by the deadline. inform teaching or pastoral staff of circumstances that may require an application for special consideration to be made e.g. illness during exam.
Parents/Carers	<ul style="list-style-type: none"> support candidates in the preparation for public and internal examinations communicate with the school any relevant information, including absence, illness or a change in circumstances

3. Examination Entries

Qualifications

The qualifications offered at this centre are decided by the Senior Leadership Team.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the Examinations Office must be informed by half term of the Autumn term. Informing the Examinations Office of changes to a specification is the responsibility of the Heads of Department.

Decisions regarding examination entry

Decisions on whether a candidate should be entered for a particular qualification are taken by Heads of Department and subject teachers, in consultation with relevant stakeholders, which may include:

- Candidates, their Parents/carers
- SENDCo
- Subject Teachers
- Head of Year
- SLT with responsibility for Examinations

At Key Stage 4 and 5, all candidates are normally enabled to achieve an entry for qualifications from an external Awarding Body in qualifications that the school has prepared them for.

In exceptional educational circumstances, for example where a candidate has low attendance levels and/or non-completion of required work, the centre may decide not to make an examination entry. Such decisions will be made on an individual basis, in consultation with the student and parents/carers, and with due regard to statutory guidance and equality legislation. In these circumstances, the student may be offered the opportunity to enter the examination on a self-funded basis, subject to the availability of appropriate resources and the requirements of the qualification.

The final decision with regards to examination entries (including re-sits), tiers of entry and examination withdrawals, rests with the centre.

Examination seasons

Internal examinations are scheduled as follows:

Year 11 – November (formal examination conditions)

Year 13 – Spring term (formal examination conditions)

Year 12 – May (formal examination conditions)

Year 10 – June (formal examination conditions)

Year 7 and 8 – May (classroom-based assessments)

External examinations are scheduled in accordance with the published examination timetable from the various Awarding Bodies. The Examinations Manager will circulate the examination timetable for both internal and external examinations once these are confirmed.

Private candidates and re-sits

The school does not normally accept private candidates, with the following exceptions:

- GCSE English and Mathematics re-sits for current students
- Year 14 re-sits
- Certain 'home language' examinations

GCSE English and Mathematics re-sits will be available for eligible Year 12 students during the summer series following the GCSE results. Eligibility criteria are determined by SLT. All fees and invigilation costs relating to these entries will be paid by the candidate.

The school may accept re-sit entries from former students in Year 14 as private candidates. Former students pay all costs associated with the examination entry, including invigilation costs and adhere to all examination procedures. The school cannot facilitate the completion, supervision or re-submission of any non-examination assessment (NEA) components for re-sit candidates.

Candidates in Year 9 and above may be permitted to enter for a 'Home Language' examination. Wallington High School for Girls may act as a host for the reading, writing, listening and speaking tests. The student must source their own examiner for any oral examinations; the examiner must be sufficiently experienced and evidence of their qualifications and suitability must be provided to the school. The examiner will be required to sign an agreement with the school and abide by all relevant examination regulations. The school reserves the right to refuse a student's choice of speaking examiner. Private home language entries are at the discretion of the centre who will make a decision based on available resources and the candidate's circumstances. If approved, all fees and additional invigilation costs relating to these entries will be paid by the candidate.

We are unable to accept entries from private candidates for any qualifications that include a controlled assessment element, except where the assessment was completed under the centre's supervision in a previous examination series (for example, Year 14 re-sit candidates carrying forward existing NEA).

Apart from 'home language' qualifications, we are unable to accept private entries for any subject not taught at Wallington High School for Girls. We are unable to accept private entries from current students for a subject taught at Wallington High School for Girls and studied privately, except in exceptional circumstances.

Examination fees

No charge will be made for a student's first entry to a prescribed public examination that is part of the curriculum on the school's set examination list, and for which the student has been prepared by the school.

See *GLT Charges & Remissions Policy 5 Examination Fees*

Late entry or amendment fees

Late entries or tier changes incur additional fees and are to be avoided wherever possible. They are authorised by Heads of Department who must account for them in writing. Departments will usually bear the costs of these.

The school may seek reimbursement from candidates who:

- decide to sit an examination after the late entry/withdrawal deadline
- fail to sit an examination for which they have been entered
- do not meet the necessary NEA or coursework requirements without medical evidence or evidence of other mitigating circumstances.

4. Examination Days

Arrangements for examination days:

- The Examinations Manager will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilation team.
- The site team is responsible for setting up the allocated rooms as requested by the Exams Office.
- The lead invigilator will start all examinations in accordance with JCQ guidelines.
- In practical examinations subject teachers may be on hand in case of any technical difficulties.
- Unused question papers will not be released to Heads of Department until 24 hours after the awarding body's published finishing time for the examination. Where a candidate is sitting an examination scheduled for the afternoon session on the following morning under an overnight supervision arrangement, unused question papers for that examination will not be released until the candidate has completed that examination.

Invigilators

- External invigilators will be used for both internal and external examination supervision.
- Recruitment of invigilators is the responsibility of the Examinations Manager.
- Securing the necessary DBS clearance for new invigilators is the responsibility of HR.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the Examinations Office.
- Invigilators' rates of pay are set by the Head of Centre in consultation with the Governors.

Candidates

- WHSG's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and WHSG accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.

Leaving the examination room

- Candidates may leave the examination room for a genuine purpose (e.g. toilet break) requiring an immediate return to the examination room, in which case a member of invigilation staff must accompany them.
- Candidates will not be allowed extra time to compensate for their temporary absence unless this is specified in their access arrangement
- For examinations which are less than one hour, candidates will not be allowed to leave the examination hall until one hour after the published start time.

Candidate identification

The identity of students on roll at Wallington High School for Girls is checked as part of the initial admissions and enrolment process. Invigilators are able to establish the identify of all candidates sitting examinations by checking the candidate desk cards which include a current photograph

(created in Year 7 and updated in Years 10 and 12), candidate name and number.

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, invigilators will advise the Examinations Manager who will arrange for the candidate to be seen by a member of staff of the same gender and taken to a private room where they will be asked to remove the religious clothing for identification purposes.

Only Year 14 or current students are accepted as private candidates. Their identity is confirmed against the candidate's exam desk card.

Late arrivals

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.

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 10am for a morning examination or after 2:30pm for an afternoon examination
- or after the awarding body's published finishing time for an examination that lasts less than one hour

Wallington High School for Girls 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.

The following procedures are in place 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
- a candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination
- a candidate who is very late (arrives on hour after the published start time) may be allowed to sit the paper, but will be advised that the awarding body may not accept the paper
- centre staff will, wherever possible, try to ensure late candidates are under supervision within an hour of the published start time. This may involve a member of staff meeting the student off-site.

Candidates who realise they will be late for an examination must contact the Examinations Manager immediately and must not attempt to communicate with any other person. Upon arrival at school they must wait at Reception and ask the Receptionist to make the Examinations Manager aware of their arrival. The Examinations Manager has the final decision as to whether the candidate may sit the examination.

The Examinations Manager will train invigilators of the process for dealing with candidates who arrive late and will provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late. Invigilators will ensure candidates who arrive late are given the required instructions prior to starting the examination without disturbing other candidates and will record relevant information on the exam room incident log.

Candidate absence

A candidate will be considered absent from an examination if they are not present once candidates are seated in the examination room. Once a candidate is identified as absent, the Attendance Officer will attempt to contact the candidate and as far as possible arrangements made to ensure their immediate arrival.

If a candidate fails to sit an examination, their absence is clearly recorded on the attendance register which is sent to the examination board and on the seating plan by crossing through the candidate details.

Candidates who fail to turn up for an examination will be charged for the examination. The Examinations Manager is responsible for completing and dispatching the paperwork to withdraw the candidate and for informing the Head of Department and Finance. It is the responsibility of the Head of Year and SLT (Examinations) to deal with candidates who are persistently absent from examinations.

If a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration; *see section 6*

Clash candidates

The Examinations Manager will be responsible as necessary for identifying clash candidates and making necessary arrangements in accordance with JCQ regulations.

When candidates are entered for two examinations timetabled for the same session and the total duration for those papers exceed the published JCQ guidance, candidates may, at the centre's discretion, be allowed to take an examination earlier/later that day. Candidates will be under supervision between papers.

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers exceed the published JCQ guidance, candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays.

Overnight supervision arrangements will only be applied as a last resort and once all other options have been exhausted. The candidate and their parent/carer will be asked to attend a meeting with a member of SLT (Examinations) who will explain the overnight supervision arrangements. The candidate and their parent/carer will be asked to sign to acknowledge they have understood the school arrangements and JCQ regulations, including the penalties associated with any known or suspected contravention of the arrangements. They will also be required to sign the JCQ Overnight Supervision Declaration.

5. Coursework/non-examined assessments (NEA)

Candidates who have to prepare portfolios should do so by the end of the course or the date defined by WHSG.

Heads of Department are responsible for informing candidates of their internally assessed marks prior to these being submitted to the Awarding Body.

Heads of Department will ensure that all internal assessment marks are submitted to the Awarding Body by the deadline and samples for moderations are dispatched in accordance with guidelines set out by the Awarding Body and by the deadline as defined by the Awarding Body. The Examinations Manager will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Post-completion, Heads of Department must retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, they must retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre. Work can only be returned to candidates when instructed by the Examinations Manager. Samples returned from moderators will be logged and securely stored by the Examinations Office, who will inform Heads of Department when they can collect them.

Appeals against Coursework/NEA process

See Appendix 3 Reviews of marking – centre-assessed marks

6. Post-examination processes

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. 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-examined assessment, is materially affected by adverse circumstances beyond their control. Special consideration must be applied for at the time of the assessment. 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, including (but not limited to):

- Long term illness or other difficulties during the course affecting revision time
- Bereavement occurring more than six months before the assessment
- Domestic inconvenience
- Minor disturbance in the examination room caused by another candidate
- The consequences of disobeying the centre's internal regulations
- Quality of teaching, staff shortages, building work or lack of facilities
- Misreading the timetable and/or failing to attend at the right time and in the right place
- Failure by the centre to process access arrangements by the published deadline

The Head of Year, SENDCO and First Aiders are responsible for ensuring that the Examination Manager is aware of students who need Special Consideration. Should a candidate be too ill to sit an

examination, suffer bereavement, trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the school, or the examination invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within three days of the examination (e.g. a letter from the candidate's doctor). All requests for special consideration will be considered by a school panel of representatives from the examinations, SEND and senior leadership team. The Examinations Manager will then submit a special consideration application to the relevant Awarding Body by the published deadline (within seven days of the candidate's last examination of the series).

Students will be informed in writing if the school intends to apply for special consideration on their behalf. Where parents or candidates have specifically requested that a special consideration application be made, they will also be informed in writing if the panel determines that the request does not meet the required threshold and no application will be submitted.

Results

Candidates will collect their individual result slips on results days in person at WHSG at the designated time. Candidates who are unable to attend must give written permission for a third party to collect them and the third party must bring photographic ID on the day. Uncollected results slips will be posted after 1pm on results days to a student's home address as recorded on our MIS.

Arrangements for the school to be open on results days are made by the Examinations Manager in consultation with SLT. Access to appropriate centre staff immediately after publication of results is the responsibility of the Head of Centre. Candidates will be informed of the periods during which centre staff are available

Reviews of Results (RoRs)

Wallington High School for Girls will offer the following RoRs:

- Clerical re-check
- Review of marking
- Priority review of marking (this service is only available for externally assessed components of A Level specifications)
- Review of moderation (this service is not available to an individual candidate)

Candidates will be made aware of the arrangements for post-results services by information provided in results envelopes and emails to students. Candidates will be charged for RoRs; should the Awarding Body uphold the query, the candidate will be reimbursed the Awarding Body fee.

All post-results services requests must be made by the candidate by completing an MS Form and making payment via ParentPay the school's payment system, which will include providing their written consent.

RoRs may be requested by the Head of Department if there are reasonable grounds for believing there has been an error in marking. The candidate's written consent (email) is required before a RoR application can be made. Where departments request a RoR the cost will be deducted from department capitation.

Appeals

The appeals process is only available after receiving the outcome of a review of results. Any request for an appeal will be submitted in accordance with the JCQ publication **A guide to awarding bodies' appeals processes**. Appeals for internal candidates must be submitted by the Head of Centre; a private candidate may submit an application for an appeal directly to an awarding body. An appeal will only be considered if either:

- A marking or moderation (or a review of marking/moderation) error has occurred; or
- The awarding body did not apply its procedures consistently, properly or fairly.

The final decision as to whether to submit an appeal rests with the centre.

If a candidate disagrees with the panel's decision in relation to special consideration or a post-results service, they may appeal in writing to the Headteacher within five working days of the decision notification. The written appeal should clearly set out the grounds for the appeal and include any additional evidence that was not available or not considered at the time of the original decision.

Appeals will be reviewed in accordance with the centre's examinations appeals procedure and the JCQ General Regulations for Approved Centres and *A Guide to the Special Consideration Process*. The review may include;

- a review of the original decision-making process
- consideration of the evidence provided with the original application and any new evidence
- consultation with relevant staff and, if appropriate, the awarding body

The Headteacher will determine whether the original decision was reasonable, whether the appropriate processes were followed, and whether the decision was in line with JCQ guidance, and will communicate the outcome in writing.

If the candidate remains dissatisfied following the outcome of this internal appeal, they may raise the matter through the centre's formal complaints procedure.

Access to Scripts

Departments may request scripts for investigation or for teaching purposes. Departments who wish to recall examination scripts for their own use must get the candidates' written permission, email will suffice. This permission must only be sought after the candidates have received their results.

In some cases, Wallington Girls will accept requests for access to scripts from candidates in order to help inform candidate's decisions regarding post result services. The decision as to whether to put in for access to scripts on behalf of a student rests with SLT. Candidates must pay for access to scripts requests.

Certificates

Certificates are presented to students at the GCSE Prizegiving and Year 14 Certificate Collection evening. A member of SLT signs for any certificate collected at Prizegiving and the candidate will sign to acknowledge receipt at any other collection arrangement.

Certificates can be collected in person from the Examinations Office after these events. If the candidate is unable to collect in person they can be collected on behalf of a candidate by third parties, provided written authorisation has been supplied by the candidate to do so. Third parties must bring photographic ID.

The centre retains certificates for 12 months. The Examinations Office will write to all students who have not collected their certificates within 12 months of the school having issued them asking them to make arrangements to collect the certificates. Certificates which are not collected will be archived for up to four years and then destroyed by a secure method. A record of all certificates destroyed will be kept for a further period of four years from the date of destruction, in accordance with JCQ and Awarding Body guidelines.

7. Examination Compliance

Conflicts of Interest

An electronic Conflict of Interest Form is sent to all staff by the Examinations Manager during the Autumn term and must be completed by everyone (including nil returns) by the end of January. A Conflict of Interest Log is maintained, with measures taken to manage the risk recorded. Where appropriate, awarding bodies will be informed by the Examinations Manager to notify them of the conflict and the measure put in place. The Exams Office will retain the records of the measures taken to mitigate any potential risk until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Child Protection and Safeguarding (Exams)

Safeguarding and promoting the welfare of children is everyone's responsibility. With regards to examinations, the following responsibilities apply:

Designated safeguarding lead (DSL) will take lead responsibility for child protection and safeguarding in relation to examinations and assessments. The DSL will offer advice, support and expertise in all matters relating to child protection and safeguarding in relation to examinations and assessments etc.

Examinations Manager will support the DSL as directed, and undertake all relevant training and provide opportunities and organise for invigilators to undertake the relevant training.

Invigilators will undertake training as directed by the DSL, report child protection and safeguarding issues/concerns in line with centre policy, etc.

All exams staff at Wallington High School for Girls are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding.

They are informed and updated on the contents of the centre Child Protection and Safeguarding Policy, KCSIE and any other relevant Child Protection updates by an annual in-person training session. Invigilators also receive the regular safeguarding bulletin.

Where staff are engaged in invigilation/facilitation and/or centre supervision on a one-to one basis with a candidate the following protocols should be followed.

Summoning immediate assistance in case of any concern

Where possible a roving invigilator will be placed outside the room in case of emergency or if a student requires a toilet or movement break. If this is not possible, the invigilator working on their own with a student(s) will be given a walkie-talkie in order to contact the Examinations Manager. If student requires pastoral care, the invigilator will walk the student to the green room to see one of the Pastoral team. If a student requires medical assistance, they will be escorted to the first aid room.

Please see GLT Child Protection and Safeguarding Policy

Whistleblowing (Exams)

Wallington High School for Girls is committed to maintaining the highest standards of openness, probity and accountability in the school. In support of this commitment, employees who have concerns about the conduct of examinations at the school are encouraged to come forward and voice those concerns.

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as Examinations Manager or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Head of Centre (Headteacher).

However, there may be times when it may be more appropriate to refer the issue direct to the governing board or another contact within the Trust (see Contact List in Appendix 1 of the GLT Whistleblowing Policy), most often when the allegation is against the Head of Centre.

Concerns should be raised in writing and should set out the background and history of the concern, giving names, dates and places where possible and the reason why the whistleblower is concerned about the situation. A whistleblower who does not feel able to put their concerns in writing can contact an appropriate person from the Contact List in Appendix 1 of the GLT Whistleblowing Policy.

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

Please see GLT Whistleblowing Policy

Data Protection (Exams)

The delivery of examinations and assessments involve centres and awarding bodies processing a significant amount of personal data (i.e. information from which a living individual might be identified).

Candidates' exams-related data may be shared with third parties for the following purposes:

- to publish the results of public examinations or destination data
- to provide information to another educational establishment to which a student is transferring
- to provide information to an examination authority as part of the examinations process (e.g. JCQ, Awarding Bodies, DfE)
- to provide education and/or curriculum related on-line and IT services through third parties

At the point of entry for examinations, the centre also brings to the attention of candidates the annually updated JCQ document *Information for candidates – Privacy Notice* which explains how the JCQ awarding bodies process their personal data in accordance with the DPA 2018 and UK GDPR (or law relating to personal data in any jurisdiction in which the awarding body or centre are operating).

Please see GLT Data Protection & FOI Policy

Equalities

Wallington High School for Girls recognises its duty towards disabled candidates and is compliant with all aspect of the Equality Act 2010, particularly Section 20.

A definition of the Equality Act 2010 is provided on page 17 of the JCQ publication *Access Arrangements and Reasonable Adjustments 2023-24*.

Details of how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

can be found in the *Access Arrangements Policy*.

See also GLT Equality and Diversity Policy and WHSG Accessibility Plan

Malpractice

In this policy, 'malpractice' is used to cover both 'malpractice' and 'maladministration' as defined in JCQ regulations.

In accordance with the regulations, Wallington High School for Girls will take all reasonable steps to prevent the occurrence of any malpractice (including maladministration) before, during and after examinations have taken place. We will 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. As required by an awarding body, we will gather evidence in accordance with JCQ regulations and provide such information and advice as the awarding body may reasonably require.

Wallington High School for Girls has robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document *Suspected Malpractice: Policies and Procedures*. (SMPP 4.3) These include ensuring that staff involved in the delivery of assessments and examinations understanding the requirements as set out in the relevant JCQ regulations.

Candidates are informed of the regulations through the '*Information for students*' which is distributed before some internal examination and all public examination periods. They are also given a briefing by SLT as to how to avoid committing malpractice in examinations and assessments.

Work that is assessed by the centre may be rejected if the centre has reason to believe that it is not the candidate's own work. In such cases, the matter will be investigated in accordance with JCQ regulations and the candidate will be informed of the concerns and given the opportunity to respond. Where appropriate, the awarding body will be notified and provided with relevant evidence. Candidates have the right to appeal in line with the awarding body's published procedures.

AI Misuse

This section should be read in conjunction with the Girls' Learning Trust Artificial Intelligence (AI) Policy, which sets out the overarching principles, safeguarding requirements and expectations for AI use across the Trust.

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

Where AI tools are permitted and have been used as part of the preparation of assessed work, students must clearly acknowledge this use.

Students must:

- state the name of the AI tool used and the date the content was generated (for example, ChatGPT 25/01/2025)
- retain a copy of the prompt(s) and AI-generated output in a non-editable format (for example, screenshots)
- provide a brief explanation of how the AI tool was used in the context of the task

These materials must be submitted alongside the assessed work to enable authentication. Failure to provide this information may result in the work being treated as inauthentic.

Misuse of AI will be dealt with in accordance with suspected malpractice procedures, in accordance with JCQ regulations and may attract severe sanctions.

If suspected malpractice is identified, any member of staff at the centre can report it to the member of SLT with responsibility for Exams, or to the Head of Centre directly.

The Head of Centre will immediately notify the relevant awarding body of any alleged, suspected, or confirmed malpractice occurring after the student has signed the declaration of authentication, and will carry out all investigations and evidence gathering in line with JCQ regulations.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication will be dealt with in accordance with the centre's internal procedures.

In the case of an awarding body confirming malpractice, Wallington High School for Girls will provide the individual with information on the process and time frame for submitting an appeal, where relevant.

8. Monitoring

The Examinations Policy will be reviewed annually, or more regularly in the light of any significant new JCQ regulations or incidents that have taken place.

The Examinations Policy has been written by the Senior Leader with responsibility for examinations and is current and appropriate for its intended audience and purpose.

9. Links with other policies

This Examinations Policy should be read in conjunction with the following policies:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for conducting examinations (current)
- JCQ Instructions for conducting coursework (current)
- JCQ Instructions for conducting non-examination assessments (current)
- JCQ Access Arrangements and Reasonable Adjustments
- JCQ A guide to the special consideration process
- JCQ AI Use in Assessments: Protecting the Integrity of Qualifications
- JCQ A guide to the awarding bodies' appeals processes

On the school website:

- WHSG Access Arrangements Policy
- GLT Child protection and Safeguarding Policy
- GLT GDPR Policy and Freedom of Information Policy
- GLT Complaints Policy
- GLT Charges and Remissions Policy 2.2 Examination Fees
- GLT Whistleblowing Policy
- GLT Artificial Intelligence Policy
- GLT IT Policy



Wallington High School for Girls

Receiving Exam Board Parcels

- All parcels and packages received from an Exam Board or Awarding Body must be recorded in the folder left in Reception, either by the Receptionist or whoever is on Reception duty.
- Reception must contact the Exams Office immediately to collect and sign for the packages.
- If the Exams Office is unmanned then Reception must contact the member of SLT responsible for examinations.
- All packages must then be taken from Reception and locked into the Exams' secure storage. They should not be left in the Exams Office.
- If the parcels are heavy, site staff should be contacted to assist in moving the parcels to the Exams' secure storage, accompanied by a member of the Exams team.
- If parcels are signed for, taken and locked into the Exams' secure storage by anyone other than a member of the Exams team, it is that person's responsibility to email the Exams team and let them know that the parcels have been received and locked away.
- Keys to the Exams' secure storage are held by the Exams team and a spare set with the Head of Centre.

Appendix 2



Wallington High School for Girls

Exams Contingency Plan

This plan examines potential risks and issues that could cause disruption to the exams process at Wallington High School for Girls. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the *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* and *Preparing for disruption to examinations*.

This plan also confirms **Wallington High School for Girls** is compliant with the JCQ regulation (5.3 Centre management) 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*.

Possible causes of disruption to the exam process

1. Examinations Manager extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan (risks):

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 the post-results services

Centre actions to mitigate the impact of the disruption

- WHSG Exams Office has one Examinations Manager and one Exams Assistant. In the event of the Examinations Manager being absent, the Exams Assistant would be asked to take on additional hours, overseen by the member of SLT with responsibility for examinations.
- In the event of both Examinations Manager being unavailable, the Examinations Manager from Nonsuch High School for Girls (NHSG) or Carshalton High School for Girls (CHSG) will oversee the Exam Office function at WHSG with support from SLT and pre-identified Lead Invigilators with appropriate skills and knowledge.

2. SENDCo extended absence at key points in the exam cycle

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption

Wallington High School for Girls has an Assistant SENDCo who has previously undertaken the role of SENDCo. In the event of the SENDCo being absent, the Assistant SENDCo would be asked to take on additional responsibilities, supported by their SLT line manager and the Inclusion Assistant.

3. Teaching staff (or other key staff essential to the examination process) extended absence at key points in the exam cycle

Criteria for implementation of the plan (risks):

Key tasks not undertaken including:

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

- Final entry information not provided to the Examinations Manager on time; resulting in candidates not being entered for exams/assessments or being entered late, and/or 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

Centre actions to mitigate the impact of the disruption

- Line manager of absent member of staff to perform function

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

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption:

- Regular recruitment drives to increase the pool of invigilators
- Use of cover supervisors, and teachers as a last resort, in the event of an emergency.

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

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption:

- Move timetabled lessons from possible exam venues
- Prioritise the rooming of exams over other school activities

6. Failure of IT systems

Criteria for implementation of the plan (risks):

- IT system corruption affecting candidates' work
- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions to mitigate the impact of the disruption:

- Make arrangements for Examinations Manager to work at another site in the Girls' Learning Trust

- Follow IT critical incident management plans
- Back-ups are made of student work, including nightly back-ups of the server so that work can be recovered

7. Cyber-attack

Cyber security arrangements relating to examinations and assessment systems are set out in the Girls' Learning Trust Information Technology (IT) Policy, including the section on Examinations and Assessments, and must be adhered to by all staff involved in the administration or delivery of examinations.

Criteria for implementation of the plan (risks):

- Where a cyber-attack or IT security incident compromises, or is likely to compromise, any aspect of examination delivery, including access to awarding body systems, candidate data, electronic candidate work, or secure assessment materials.

Centre actions to mitigate the impact of the disruption:

The school will activate its Critical Incident Management Plan and follow Trust incident response procedures. This may include:

- immediate isolation of affected systems and escalation to the Trust IT team and Data Protection Officer
- implementation of manual or offline processes where possible (for example, paper registers or attendance records)
- use of secure backups to recover candidate work or assessment data
- communication with awarding bodies and, where required, JCQ, regarding disruption and contingency arrangements
- rescheduling or alternative arrangements for assessments where necessary, in line with awarding body guidance

8. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption:

- Refer to Exams Evacuation Plan (*Appendix 4*) or Exams Lockdown Procedure (*Appendix 5*)
- 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
- 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

9. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption:

- Recognise it is the responsibility of the centre to prepare students, as usual, for examinations and will therefore facilitate alternative methods of learning, such as remote learning
- Communicate with candidates, parents and carers information relating to alternative methods of learning
- 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

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

Criteria for implementation of the plan (risks):

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption:

- 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 such as another school in the Girls' Learning Trust, in agreement with the relevant awarding body, ensuring the secure transportation of question papers or assessment materials to the alternative venue
- Communicate with candidates, parents and carers any changes to the exam or assessment timetable or to the venue
- 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

11. Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan (risks):

- Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption:

- 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
- Identify whether the exam or timetabled assessment can be sat at an alternative venue such as another school in the Girls' Learning Trust, in agreement with the relevant awarding body, ensuring the secure transportation of question papers or assessment materials to the alternative venue
- Discuss alternative arrangements with the awarding body if the exam or assessment cannot take place and follow their guidance
- 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
- 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
- **Alternative site(s)** details:
 - a. Carshalton High School for Girls, West Street, Carshalton, SM5 2QX
 - b. Nonsuch High School for Girls, Ewell Road, Sutton, SM3 8AB

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption:

- Liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network, ensuring that 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, parents and carers any changes to the exam or assessment timetable or to the venue

13. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan (risks):

- Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions.
- for examinations where centres make their own collection arrangements, they should investigate alternative options that comply with the JCQ regulations
- completed scripts must be stored securely until they are collected.

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan (risks):

- 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

Centre actions to mitigate the impact of the disruption:

- 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

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)

Criteria for implementation of the plan (risks):

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

Centre actions to mitigate the impact of the disruption:

- Examination results can be sent electronically to candidates
- Utilise other sites within the Girls' Learning Trust to facilitate post-results services
- Inform candidates of any alternative arrangements in place for the distribution of results and post-results services

Further guidance to inform procedures and implement contingency planning

DfE

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/meeting-digital-and-technology-standards-in-schools-and-colleges-cyber-security-standards-for-schools-and-colleges)

[Cyber crime and cyber security: a guide for education providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/cyber-crime-and-cyber-security-a-guide-for-education-providers)

[DfE-Cyber-Security-Guidance-March-2023.pdf \(theexamsoffice.org\)](https://theexamsoffice.org/DfE-Cyber-Security-Guidance-March-2023.pdf)

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 October 2023) [What schools, colleges and other centres should do if exams or other assessments are seriously disrupted - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/what-schools-colleges-and-other-centres-should-do-if-exams-or-other-assessments-are-seriously-disrupted)

"This document was updated in October 2023 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:

- 1. Contact the relevant awarding organisation promptly and follow its instructions.*
- 2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.*
- 3. 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 question papers or assessment materials to the alternative venue.*
- 4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.*
- 5. In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure.*
- 6. Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.*
- 7. Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable*

After the exam:

- 1. 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.*
- 2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.*
- 3. Ensure that scripts are stored under secure conditions.*
- 4. 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.*

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 Department of Education 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 2023, Ofqual and the DfE published joint consultation decisions on long-term resilience arrangements. As in 2023, 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 2022, 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 2023. 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.

CQ

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: [Exam system contingency plan: England, Wales and Northern Ireland - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/exam-system-contingency-plan-for-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 Examinations Managers 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 Manager 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: [Exam system contingency plan: England, Wales and Northern Ireland - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/exam-system-contingency-plan-2026). 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 of 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 is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling 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 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 take them into account when making their plans for the summer.

15.7 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.

15.8 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."

Other JCQ documentation

JCQ Joint Contingency Plan

JCQ Preparing for disruption to examinations

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

GOV.UK

Emergency planning and response: Exam and assessment disruption

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

National Cyber Security Centre

Cyber Security for Schools

Cyber security training for school staff



Wallington High School for Girls

Reviews of marking – centre-assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Wallington High School for Girls is committed to ensuring that all centre-assessed work is marked fairly, consistently and in accordance with the awarding body's specification and subject-specific guidance.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one assessor is involved, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate 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, then they may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

WHSG will ensure that candidates are informed of their centre assessed marks in sufficient time to allow a review to take place before marks are submitted to the awarding body.

WHSG will inform candidates that they may request copies of relevant materials (generally as a minimum, a copy of their marked assessment material 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.

WHSG will inform candidates they will not be allowed access to original assessment material unless supervised.

WHSG will, on receipt of a request for copies of materials, promptly make them available to the candidate.

WHSG will publish a clear deadline for candidates to request a review of the centre's marking. Requests **must** be made in writing using the Review of Internally Marked Assessment Request Form, available from the Exams Office. Requests will not be accepted after this deadline.

The review will be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

The reviewer will consider whether the original mark is consistent with the standard applied across the centre.

The outcome of the review will be communicated to the candidate in writing. The Head of Centre will be informed and a written record of the review will be retained. Where any irregularity in procedures is identified, the awarding body will be informed immediately.

If a candidate remains dissatisfied following the outcome of the internal review, they may escalate the matter in accordance with the centre's formal complaints procedure.

The moderation process carried out by the awarding bodies 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.

Appendix 4



Wallington High School for Girls

Exams Emergency Evacuation

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, 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 exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

Emergency evacuation of an exam room

Roles and responsibilities

Head of Centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the *Procedures for handling bomb threats*
<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>
- Where safe to do so, ensures candidates are given the opportunity to sit exams for their published duration

Senior leader

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

Special educational needs coordinator (SENDCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Examinations Manager

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (*Candidate exam handbook*), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides 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
- Provides an exam room incident log in each exam room
- Liaises with the SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the Examinations Manager, 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 Examinations Manager (see below)

Other relevant centre staff

- Support the senior leader, SENDCo, Examinations Manager and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- 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 could include

- report on candidate behaviour throughout the interruption/evacuation a judgement on the impact on candidates after the interruption/evacuation

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Emergency evacuation procedure

Actions to be taken (as detailed in current JCQ [Instructions for conducting examinations](#) section 25, **Emergencies**)

Stop the candidates from writing

Collect the attendance register (in order to ensure all candidates are present)

Evacuate the examination room in line with the instructions given by the appropriate authority

Advise candidates to leave all question papers and scripts in the examination room

Candidates should leave the room in silence

Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination

Make a note of the time of the interruption and how long it lasted

Allow the candidates the full working time set for the examination

If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination

Make a full report of the incident and of the action taken, and send to the relevant awarding body

Additional centre-specific actions to be taken

Appendix 5



Wallington High School for Girls

Exams Lockdown procedure

1. Purpose of the policy

This policy details the measures taken at Wallington High School for Girls in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Wallington High School for Girls has devised lockdown procedures after consulting GOV.UK's [Protective security and preparedness for education settings](#)

Regarding conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- STAY SAFE principles (Run, Hide, Tell)

2. Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present, whenever possible, around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the Examinations Manager (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- The Examinations Manager will collate the information from all exam rooms and forward this to the Head of Centre immediately

- Invigilators will:
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - take an attendance register/head count if possible
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
 - tell candidates to stop writing immediately and turn their papers over.
 - collect the attendance register
 - make a note of time when the examination was suspended
 - instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Manager (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the Examinations Manager will collate the information from all exam rooms and forward this to the Head of Centre immediately
- The Head of Centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the Examinations Manager (or invigilators in the absence of the Examinations Manager) will initiate the emergency evacuation procedure
- The Examinations Manager will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
 - stop dismissing candidates from the exam room
 - instruct candidates who have left the room to re-enter the exam room
 - instruct candidates to remain silent and hide under examination tables
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Manager (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
 - lock all windows and close all curtains/blinds

- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the Examinations Manager will collate the information from all exam rooms and forward this to the Head of Centre immediately

Ending a lockdown

The lockdown will be ended by either

- the sound of a defined alarm or
- the identification/authorisation of Emergency Service officers/SLT/Head of Centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the Examinations Manager /SLT
- Where applicable and if advised to do so by SLT/ Head of Centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- Invigilators will then:
 - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
 - recalculate the revised finish time(s) to allow for the full exam time
- The Examinations Manager will
 - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/Examinations Manager will
 - negotiate any alternative exam sittings with the awarding bodies
 - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/Head of Centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly led by the Head of Centre to discuss the lockdown and offer ongoing support. If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

3. Roles and responsibilities

Head of Centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures

- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due to it being locked down
- To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use
- To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Examinations Manager

- To train invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- To be aware of the centre's lockdown procedure
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the Examinations Manager during a lockdown to confirm the situation in a particular exam room (ensuring that all mobile phones/walkie talkies are on 'silent' mode)



Appendix 6

Wallington High School for Girls

Exams Archiving Procedure

The purpose of this procedure is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	Secure return to SENCo
Attendance register copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	
Candidates' work	Non-examination assessment work (inc. controlled assessment, coursework, portfolios) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		(including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue.	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction.	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.		
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Confidential waste/shredding
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the <u>DfE (Standards & Testing Agency) yellow label service</u>	To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Confidential waste/shredding
Entry information	Any hard copy information relating to candidates' entries.	To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff the following day of an examination. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.	
Exam room checklists, including invigilation arrangements	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of.	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Moderator reports		To be immediately provided to head of department as records owner.	
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential waste/shredding
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential waste/shredding
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts.	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Resilience arrangements: Evidence of candidate performance	Papers from Year 11 and Year 13 internal mock examinations	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum	Confidential disposal
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate. Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results.	Confidential disposal
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential disposal
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential disposal
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal

