# Examinations Policy

***This policy should be read in conjunction with other related policies including the Curriculum Policy, Teaching & Learning Policy, SEND Policy and the Disability Equality Scheme/Accessibility Statement.***

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**The purpose of this Examination Policy is:**

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in The Belvedere Academy's exam processes to read, understand and implement this policy. (*Please see Section 14. Agreement and Confirmation*).

This Examination Policy will be reviewed annually.

This Examination Policy will be reviewed by the Principal, Senior Vice Principal (in charge of examinations), the Senior Leadership Team and the Examinations Officer.

## 1. Examination Roles & Responsibilities

**Head of Centre (The Belvedere Academy) - Executive Principal: Mrs J. Taylor**

Overall responsibility for The Belvedere Academy as an exam centre:

- Advises on appeals and reviews to Curriculum Leaders.
- The Executive Principal is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document 'Suspected Malpractice in Examinations and Assessments'.

**Examinations Officer: Mrs C. Catesby-Evans**

Manages the procedures of all public and internal exams.

Advises the Senior Leadership Team, Curriculum Leaders, Subject Leaders, Class Teachers, and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards. Also:

- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework/controlled 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 exam papers and completed scripts.
- Using the JCQ (Joint Council for Qualifications) regulations as outlined in the Access Arrangements and Special Considerations documents, relating to candidates who are eligible for adjustments in examinations, the examination officer administers the online processing of applications for access arrangements to relevant exam boards and for special considerations (both in liaison with the SENCo, Mrs H. Adam.
- Identifies and manages exam timetable clashes.
- Invoices for income and expenditures relating to all exam costs/charges in liaison with The Belvedere Academy Finance Director.

- Line manages the exam invigilators. Organises the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Senior Leadership Team any appeals/review requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Organises and manages the Examinations Office.
- Distributes any exam material to candidates via Form Tutors, Curriculum Leaders, and Subject Leaders from the Exams Office.
- Collection of exam papers and other material from the exam's secure storage before the start of the exam.
- Collection of all exam papers in the correct order as the Exam Board registers at the end of the exam and their secure return to the Exams Office.

**Senior Vice Principal: Mr S. Jamieson**

- Prepares and presents reports to the Senior Leadership Team showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.
- Prepares statistics for national and local press/GDST feedback reports/DfE returns.
- Overall line management of the Examinations Officer.
- Co-ordination of the academy staff in relation to examinations.
- Organisation of teaching and learning in conjunction with SLT.
- External validation of courses followed at Key Stage 4 / Post-16.

**Curriculum Leaders / Subject Leaders:**

- Accurate completion of entry and all other mark sheets and adherence to realistic deadlines as set by the Examinations Officer.
- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Accurate completion of coursework mark sheets and declaration sheets.
- Involvement in post-results procedures and guidance to candidates.
- Ensure (in liaison with the Senior Vice Principal and Examinations Officer) that the venue is suitable for the requirements of the examination.
- Prepare students for examination days by ensuring that all students know:
    - What equipment they need;
    - How to complete an examination paper and questions, by having practised past papers, and analysed previous answer booklets (*The Examination Officer will provide copies of answer booklets that can be photocopied*);
    - How to check that they have the correct examination paper / level / tier.

**Heads of Year:**

- Prepare all candidates in Year groups during the run up to exams - on procedures and expected standards of behaviour.

- Conduct an exam briefing assembly prior to the examination series, which focuses on the guidelines and procedures of the examination boards, the examination timetable, key examination documentation, and general expectations of behaviour.

**Subject Teachers:**

- Notification of suspected access arrangements to SENCO (as soon as possible after the start of the course).
- Submission of candidate entry levels (in negotiation with students) to Curriculum Leaders / Subject Leaders.

**SENCO: Mrs H. Adam**

- Oversees processing of Access Arrangements for candidates in liaison with Examinations Officer and Senior Vice Principal, Julie Marshall.
- Identification and testing of candidates' requirements for access arrangements, in line with current JCQ guidelines (2026/27).
- Report writing and updating of Access Arrangements Evidence folder (kept in SEND Student Support Office).
- Online processing of applications to the JCQ (Joint Council of Qualifications) in line with current rules and regulations and in collaboration with Examinations Officer.
- Regular update of Access Arrangements document, available to all staff.
- Supporting Examinations Officer with invigilation of candidates with Access Arrangements and their administration in school.
- Main point of contact for Curriculum Areas to offer support and advice for issues around Access Arrangements.

**Careers Leader: Mrs C. Traynor**

- Guidance and Careers Information.

**Estates: Ms M. Doherty (Director of Finance)**

- Organisation and management of the caretakers for the setting up of the examination rooms, desks, chairs, notice boards, clocks, letters and number allocations on walls.
- Maintain Health and Safety regulations in all examination rooms.

**Assistant Vice Principal: Mrs E. Koltuniak**

- Organisation (in liaison with the Examinations Officer) of cover for internal exams not supervised by external invigilators/Support Staff.
- Allocation of rooms available for examinations (in liaison with the Examinations Officer).

**Invigilators:**

- Ensure high standards of supervision at all times in the examination hall/rooms.

- Collection of all exam papers in the correct order as the Exam Board registers at the end of the exam and their secure return to the Examinations Office.
- Follow general instructions from the Examinations Officer.

**Administrative Staff / General Office Administrator:**

- Posting of coursework papers to be sent by Curriculum Leaders - Certificate of Postage required.

**Candidates:**

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Arrive on time for exams in accordance with the Examinations Office regulations.
- Understanding and adhere to JCQ regulations for exam day procedures.

## 2. Qualifications Offered

The qualifications offered at The Belvedere Academy are decided by the Executive Principal, Senior Vice Principal, Curriculum Leaders, Heads of Year, SENCO and the Governing Bodies of the academy.

The qualifications offered are currently GCSEs, Level 2 & 3 Vocational Qualifications, and A Levels.

The subjects offered for these qualifications in any academic year may be found on the academy's website.

**In Upper School:**

- All candidates will be entitled, and prepared, to achieve an entry for qualifications from an external awarding body.

**In Sixth Form:**

- All candidates will be entitled, and prepared, to achieve an entry for qualifications from an external awarding body.
- In the event that a candidate has not engaged sufficiently in the required programme of study, the academy reserves the right to withdraw entry for that qualification. Students are made aware of expectations as they begin their courses. Parental meetings and much student intervention will have taken place before this last resort is reached.
- Where a subject teacher is indicating that entry will mean an unclassified grade by the final grade card in Y13, the academy reserves the right to withdraw entry for that qualification.
- The decision to withdraw any candidate from a qualification will only be taken having previously issued the candidate and their parent/carer with a final warning.

## 3. Exam Seasons and Timetables

### 3.1: Exam Seasons

Internal exams are normally scheduled in December, February, and June.

External exams are scheduled in November, January, May, and June.

All internal mock exams should be conducted under external exam conditions.

The exam series used in The Belvedere Academy is decided by the Executive Principal in liaison with the Examinations Officer and the Senior Leadership Team.

### 3.2: Timetables

The Examinations Officer will produce and circulate the exam timetables for both external and internal exams once these are confirmed and finalised.

## 4. Entries, Entry Details, Late Entries and Retakes

### 4.1: Entries

Candidates are selected for their exam entries by the Curriculum Leaders, Subject Leaders, Heads of Year, and the Senior Leadership Team.

A candidate or parent/guardian can request a subject entry, change of level or withdrawal in agreement with the Curriculum Leader and the Senior Vice Principal.

The Belvedere Academy only accepts entries from external candidates under certain circumstances (*these are to be agreed with the Executive Principal in advance*).

### 4.2: Late Entries

Entry deadlines are circulated to Curriculum Leaders and Subject Leaders via e-mail from the Examinations Office; notification of deadlines will also be shared at relevant meetings or briefings.

Late entries are to be authorised initially by Curriculum Leaders and Subject Leaders and then finally by the Assistant Vice Principal.

Late Entries incur a considerable extra cost to the academy, and should therefore be avoided where possible. All Late Entries will be charged to the relevant curriculum area capitation budget.

### 4.3: Retakes

The Belvedere Academy will not enter a student for a retake at GCSE level if a pass grade has been achieved (Grade 4 or above).

## 5. Exam Fees

GCSE initial registration and entry exam fees are paid for by The Belvedere Academy.
Level 2 & 3 Vocational Qualifications registration and entry exam fees are paid for by The Belvedere Academy.

A Level initial registration and entry exam fees are paid for by The Belvedere Academy.

Late entry or amendment fees (after the published date) are paid for by Curriculum Areas.

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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements. If mitigating circumstances affect any candidate's ability to pay this fee, this will be dealt with by the academy on a case by case basis.

The fees reimbursement policy will be communicated in writing to candidates and parents/guardians at the start of GCSE and post-16 courses.

Where Curriculum Area / Subject Areas request a retake (as opposed to the individual student) the retake fees (including Exam Board fees and invigilator costs) will be charged to Curriculum / Subject Area capitations or the central Academy Examinations budget, in certain circumstances which are agreed with the Senior Vice Principal.

Candidates must pay the fee for an enquiry about a result, should the academy not uphold the enquiry, and the candidate insists on pursuing the enquiry.

All requests for remarks and script returns must be approved in writing by the candidate.

(*See Section 11.2: Enquiries about Results [EARs]*)

## 6. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements

### 6.1: DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre (Belvedere Academy) staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. This policy should be read in conjunction with the Academy Disability Equality Scheme/Accessibility Statement. Every effort will be made to ensure that ALL students will be able to access their end of course examinations.

### 6.2: Special Educational Needs

If a candidate has special educational needs, then their access arrangement requirements are determined by the SENCo and the Examinations Officer. External reports for access arrangements are usually only considered if they are from medical professionals. Privately commissioned reports carried out without prior consultation with the academy cannot be used to award access arrangements. However, they can be used as a basis for further investigation and assessments by the SENCo.

The deadline for handing in external reports for the current exam season is the 15th December 2026 If the Academy receives an external report later than that, recommendations for access arrangements (i.e. additional time in examinations) can be processed and implemented only for the next exam season (2026/27).

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam (once confirmed). The SENCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

### 6.3: Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCo, Mrs. Hannah Adam and the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Senior Vice Principal in liaison with the Examinations Officer, and the SENDCO. The SEND Student Support Department also helps with rooming arrangements.

Invigilation and support for access arrangement candidates will be organised by the Examinations Officer with support from the Student Support Team.

## 7. Estimated Grades

Curriculum Leaders and Subject Leaders will submit estimated grades to the Examinations Boards, and the Senior Leadership Team at appropriate times in the academic year and at the request of the Board and the Senior Leadership Team.

## 8. Managing Invigilators and Exam Days

### 8.1: Managing Invigilators

External/Support Staff invigilators will be used for external exam supervision. They will be used for all Public Examinations which includes GCSEs, and A Levels.

The safe recruitment of invigilators is the responsibility of the Examinations Officer, in liaison with the Senior Vice Principal. (*Please see the Academy's Policy on Recruitment*).

Securing the necessary DBS clearance for new invigilators is the responsibility of the HR officer once she has been notified by the Examinations Officer.

DBS fees for securing such clearance are paid for by The Belvedere Academy.

Invigilators are timetabled, briefed and managed by the Examinations Officer.

Invigilators' rates of pay are set by the Executive Principal in conjunction with the Senior Vice Principal, Finance Director, and Examinations Officer.

### 8.2: Exam Days

The Examinations Officer will book all exam rooms after liaison with the Senior Vice Principal

The Examinations Officer will make the question papers, other exam stationery and materials available for the invigilators.

The Examinations Officer will manage all exam day procedures.

The Estates Manager is responsible for setting up the allocated rooms, as per the agreed format.

A member of staff (Head of School, Curriculum Leader, Subject Leader, or member of the Senior Leadership Team) will be available for the supervision of students outside the examination room to help prepare them for examination conditions, lining up in rows, and waiting in silence.

The same member of staff will go into the examination room once students have filtered through to help with identifying students and any absentees, liaise with the Student Services Office to ring home, who will then contact the Examinations Officer to inform them of the reason and outcome.

The lead invigilator / Examinations Officer / Member of the Senior Leadership Team will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with the identification of candidates. (*See examination supervision rules below*).

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. If any teacher does read an exam paper they must remain in the exam room for the remainder of the allocated time for that exam paper.

Papers will be distributed to Curriculum Leaders 24 hours after the end of the exam session. For internal exams where external invigilators are not used it is the responsibility of the Assistant Vice Principal (Exams) to ensure this takes place.

## 9. Candidates, Clash Candidates and Special Consideration

### 9.1: Candidates

The Belvedere Academy's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and The Belvedere Academy accepts no liability for their loss or damage.

Disruptive candidates will be subject to disciplinary procedures in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of invigilation staff must accompany them.

### 9.2: Clash Candidates

The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

### 9.3: Special Consideration

The Special Consideration process is a post-examination adjustment of marks or grades to reflect temporary illness, temporary injury or some other circumstances outside the candidate's control at the time of the assessment. This process is carried out in line with the most recent JCQ guidelines on Special Considerations.

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the academy, Examinations Officer, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

## 10. Coursework and Appeals against Internal Assessments

### 10.1: Coursework

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

Curriculum Leaders and Subject Leaders will ensure all coursework is ready for dispatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work must be provided to the Examinations Officer by the Subject Leaders and Curriculum Leaders.

### 10.2: Appeals against Internal Assessments

The Belvedere Academy is obliged to publish a separate procedure on this subject (Appendix 1); and which is also available from the Exams Office.

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing prior to the submission deadline of 15th May to the Executive Principal (or other nominee) who will decide whether the process used conformed to the necessary requirements.
- The Executive Principal's findings will be made available in writing, copied to the Examinations Officer and recorded for awarding body inspection.

### 10:3: Malpractice

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

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitute malpractice in itself. Also, failure to take action as required by an

awarding body, as detailed in this document, or to co-operate with an awarding body's investigation, constitutes malpractice.

If there is a case of suspected malpractice the Academy will refer to and follow the guidelines as laid out in the JCQ Malpractice Policy:

https://www.jcq.org.uk/exams-office/malpractice

## 11. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

### 11.1: Results

Candidates will receive individual results slips on results days in person at The Belvedere Academy.

Arrangements for the Academy to be open on results days are made by the Assistant Vice Principal, and the Senior Leadership Team.

The provision of staff on results days is the responsibility of the Principal, Assistant Vice Principal, and the Senior Leadership Team.

### 11.2: EARs (Enquiries about Results)

EARs may be requested by Academy staff or candidates if there are reasonable grounds for believing there has been an error in marking.

Curriculum Leaders / Subject Leaders should contact the Senior Vice Principal and Examinations Officer in the first instance if they suspect that an error in the marking process for their subject has occurred.

The Senior Vice Principal is ultimately responsible for agreeing to an EAR and the associated cost which will then be met by the Curriculum / Subject Area budgets if there is no change in the overall marks following an EAR.

Individual students may request an EAR re-mark via the Examinations Officer, after they themselves have firstly discussed it fully with the relevant Curriculum Leader / Subject Leader. Any individual student who requests an EAR review must meet the potential costs of this in full themselves.

Students should be aware that EAR's can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form, to confirm that they understand the consequences of an EAR. Consent forms will be issued by the Examinations Officer.

The subject teacher will review the student's marks/grades and discuss with the Head of Department to agree on appropriate action taking into account the breakdown of marks; the grade boundaries; and the student's predicted grades.

**If the department agrees to support the EAR**:

The request, together with the student's consent form, should be presented to the Examinations Officer before the published deadline for EAR's. The cost of the enquiry will be met by the student. If the EAR is successful, the fee will be refunded.

**If the Department does NOT agree to support the EAR:**

A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer at least 5 working days before the published deadline for EAR's. The appeal should state in detail the reason(s) for the appeal. This appeal should be signed, dated and should include a daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team. The outcome of the appeal will be communicated by telephone and first-class post within 24 hours of receipt. This decision is final.

If the Centre does not support the EAR, the student may still proceed with the EAR, but all costs involved will be paid by the student at the time the EAR is made. No EAR's will be made until fees are paid. Requests must be made in person to the Examinations Officer before the published deadline for EAR's. If the enquiry is successful, the fee will be refunded to the student.

Outcomes following EAR's will be forwarded by the Examinations Officer to the student as soon as they have been received from the Awarding Body.

(*See Section 5: Exam Fees*)

### 11.3: ATS (Access to Scripts)

After the release of results, following guidance from subject staff, candidates may ask subject staff to request the return of papers within three days following scrutiny of the results across all papers (if applicable).

If a result is queried, the Examinations Officer, Curriculum Leaders, Subject Leaders, and the Senior Vice Principal will investigate the feasibility of asking for a re-mark at the academy's expense. This will be done on a case-by-case basis.

The Belvedere Academy staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE reviews cannot be applied for once a script has been returned.

## 12. Certificates

Certificates are presented in person, collected and signed for. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

The Belvedere Academy Examinations Officer in liaison with the Assistant Vice Principal has the overall responsibility for the issuing and returning of examination certificates.

The Belvedere Academy retains certificates for one year. After this date, they will then be securely destroyed.

## 13. Review

The Belvedere Academy Examination Policy has been produced by the Examinations Officer and Senior Vice Principal and has been reviewed by the Principal and Senior Leadership Team.

- This policy is reviewed annually and implemented each September.

- All new members of staff, and staff involved directly in the examinations process must understand and implement the agreed policy.

**Last Revised and Modified: September 2026**

**Updated by: Senior Vice Principal and Examinations Officer**

**Date of next review: September 2027**

# Review Agreements

**Head of Centre (The Belvedere Academy):**

Name: **Mrs Julie Taylor, Executive Principal**

Signature: _____ Date: _____

**Member of the Senior Leadership Team responsible for Examinations:**

Name: **Mr Steven Jamieson, Senior Vice Principal (Erin Koltuniak from January 2027)**

Signature: _____ Date: _____

**Examinations Officer:**

Name: **Mrs Caroline Catesby-Evans**

Signature: _____ Date: _____

## 14. Agreement and Confirmation

This policy must be read and signed by all members of staff involved directly in the examinations process. In particular, this must include the following members of staff:

- Executive Principal
- Senior Vice Principal
- Senior Assistant Vice Principal in charge of Day-to-Day Cover
- Other members of the Senior Leadership Team
- Examinations Officer
- Finance Director
- SENCo with responsibility for Examinations Access Arrangements
- Head of Student Support Department
- Key Stage Managers
- Curriculum Leaders
- Subject Leaders
- Teachers of examination level subjects
- Careers Leader
- Estates Manager
- Admin Manager
- Academy ICT Operational Manager
- General Office Administrator
- General Invigilators

# Examinations Policy 2026-27 Agreement

**This is to confirm that I have read and understand my role in the process of the examination year and that I agree to abide by the policy systems and processes in full.**

**Print Name:** _____ **Job Title:** _____

**Signature:** _____ **Date:** _____

**** This Agreement and Confirmation signatory page must be copied and returned to the Examinations Officer by 1st October 2026***
***(Recorded electronically, September 2026)***

# Examinations Policy

**Appendix 1:**

**Controlled Assessment Policy**

Controlled assessment is a form of internal assessment where control levels are set for each stage of the assessment process: task setting, task taking and task marking.

The purpose of this policy is to ensure:

- That there is a systematic and consistent procedure for the management of controlled assessment within the Academy; and
- That assessment is carried out in accordance with JCQ instructions and individual awarding body specifications.

The policy will be reviewed on an annual basis by the Principal, Senior Vice Principal, SLT, Curriculum Leaders, Key Stage Managers, Inclusion Manager, and the Examinations Officer.

**Responsibilities**

**Head of Centre (The Belvedere Academy): Mrs J. Taylor, Executive Principal**

The Executive Principal has the overall responsibility for ensuring that controlled assessment work is conducted in accordance with the JCQ instructions and individual awarding body specifications.

**The Senior Vice Principal - in charge of Examinations: Mr S. Jamieson**

The Senior Vice Principal is responsible for:

- Working with Curriculum and Subject Leaders to schedule controlled assessment across Upper School / the academic year;
- Mapping resource management requirements for the year;
- Resolving clashes / problems over the timing or operation of controlled assessment;
- Resolving issues arising from the need for particular facilities (rooms, IT networks, time out of the Academy, etc.);
- Ensuring with the Examinations Officer, that all staff and students involved have a calendar of events.

**Examinations Officer: Mrs C. Catesby-Evans**

The Examinations Officer is responsible for:

- Familiarising herself with the **JCQ Instructions for Conducting Controlled Assessment***;*
- Entering students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries;
- Entering students' 'cash-in' codes for the terminal exam series;
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Senior Vice Principal and the Senior Leadership Team;
- Where confidential materials are directly received by the Exams Office, receiving, storing and transmitting this material securely, whether in CD or hard copy format;
- Ensuring that candidates' work is kept in secure conditions (in any circumstance where the Examinations Officer stores candidates' work);
- Downloading and distributing marksheets for Curriculum/Subject Area use, and collecting and sending completed marksheets to awarding bodies before deadlines;
- Keeping a central record of the despatch of controlled assessment, including recipient details and date and time sent;
- Making students aware of the Internal Appeals Procedure and regulations concerning Malpractice.

**Curriculum / Subject Leaders:**

Curriculum / Subject Leaders are responsible for:

- Familiarising themselves with the **JCQ Instructions for Conducting Controlled Assessment** and the detailed requirements of the relevant awarding body specification(s) for their subject, and ensuring these are implemented in practice;
- Supplying the Examinations Officer with details of all unit codes for controlled assessments;
- Ensuring that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification;
- Ensuring that controlled assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body;
- Working with the Assistant Vice Principal and the Senior Leadership Team to help schedule controlled assessment across KS4 and, where necessary, to resolve issues arising over timing or the need for resources;
- Where appropriate, developing new assessment tasks or contextualising sample awarding body assessment tasks to meet local circumstances, in line with the specification and control requirements;
- Working with the ICT technical team to ensure any ICT requirements are in place and tested before controlled assessment takes place;
- Ensuring that all staff in the Curriculum/Subject Area understand their responsibilities with regard to controlled assessment and the requirements of the specification, relevant teachers' notes and any other subject specific instructions;
- Ensuring that internal Curriculum Area controlled assessment procedures and deadlines are clear and shared with all relevant staff and students;
- Ensuring that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. If work is saved on memory sticks these should be backed up and locked away after each session;
- Maintaining records of controlled assessment sessions within the Curriculum/Subject Area;

- Ensuring that internal standardisation is carried out according to the required procedures and evidence is retained of this;
- Submitting controlled assessment mark sheets to the Examinations Officer;
- Organising the submission of candidates' work for moderation, keeping a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators, and passing on all relevant details to the Examinations Officer for the central record.

**Subject Teachers:**

Whilst the Curriculum/Subject Leader has the overview and bears the overall responsibility for controlled assessment in the Curriculum/Subject Area, subject teachers are responsible for the implementation of controlled assessment relevant to their allocated classes. Subject teachers are responsible for:

- Understanding and complying with the general guidelines in the **JCQ publication Instructions for conducting controlled assessments**;
- Understanding and complying with the awarding body specification for conducting controlled assessments, including any subject specific instructions, teachers' notes or additional information on the awarding body's website;
- Ensuring that candidates are fully aware of the controlled assessment task requirements and know the assessment criteria they are expected to meet;
- Working with the Student Support Manager to ensure the appropriate access arrangements are made for individual candidates;
- Ensuring the correct levels of supervision are maintained during task taking;
- Checking that candidates using electronic storage facilities only introduce permitted material into the assessment environment;
- Completing an attendance list for each controlled assessment session, indicating the date, time, duration, supervision arrangements and details of any incidents This should be passed to the Curriculum/Subject Leader who will retain these records.
- Recording details of the nature of any feedback or guidance given to candidates, including any advice given to individual candidates over and above that given to the class as a whole;
- Confirming that controlled assessment was completed under the required conditions and work is that of the candidates concerned by signing the *Declaration of Authentication - Controlled Assessments*;
- Marking controlled assessment tasks in line with specification requirements and to meet internal Curriculum/Subject Area deadlines;
- Involvement in internal standardisation as required by the Curriculum/Subject Leader.

**SENCO: Mrs H. Adam**

The SENCo is responsible for:

- Informing teachers of candidates with special educational needs/access arrangements at the start of an examined course, so that the appropriate arrangements can be made in class and for assessment purposes;
- Advising on the implementation of access arrangements when required.

**Absence:**

Curriculum/Subject Leaders will accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up missed controlled assessment. An alternative supervised session will be organised for such candidates.

Should a candidate miss controlled assessment sessions persistently and/or without prior notice her parents will be contacted by the Curriculum/Subject Leader in the first instance to discuss the situation.

**Repeat Submission:**

Candidates who wish to re-do their submission of a controlled assessment before the marks have been sent to the awarding body may do so, *at the discretion of the academy*, under specified conditions.

**Missed Deadlines:**

Subject teachers and Curriculum/Subject Leaders will make every effort to support candidates so that they submit work to meet published internal deadlines. Where there is a danger of a deadline being missed, the Curriculum/Subject Leader will contact parents to discuss the matter.

However, no controlled assessment will be accepted by the academy after published final deadlines. In such cases the candidate will be given either a mark for any incomplete work submitted or a zero mark if no work is submitted.

**Internal Marks:**

All candidates upon request have a right of access to the marks awarded to them by the academy for internal assessment. The academy may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process.

**Retention and Return of Controlled Assessment:**

- In most cases, awarding bodies return centre-assessed work to centres after the publication of results, although they reserve the right to retain samples and also retain work which has been the subject of irregularities or malpractice investigation.
- The academy holds controlled assessment securely when it has been returned by the awarding body up to and including the deadline for the submission of enquiries about results and until any enquiry or malpractice investigation has been resolved.
- Any work no longer required will be disposed of in a confidential manner by the academy.
- Candidates wishing to reclaim their work must do so in person from the Curriculum/Subject Leader by a specified date which will be notified to them when submitting the controlled assessment. After this date all unclaimed controlled assessment will be destroyed as detailed above.

**Malpractice:**

Candidates **must not**:

- Submit work which is not their own;
- Lend their own work to others or allow their work to be copied;
- Allow others access to, or the use of, their own independently sourced material;
- Use any books, the internet or other sources without acknowledgement or attribution;
- Submit work word processed by a third party without acknowledgement.

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied.

- It is the responsibility of the Examinations Officer to inform candidates of the JCQ regulations concerning malpractice, as detailed in the **JCQ booklet Suspected Malpractice in Examinations and Assessments: Policies and Procedures**;
- If irregularities in controlled assessments are discovered prior to the candidate signing the declaration of authentication this will be dealt with under the academy's internal procedures. Details of any work which is not the candidate's own will be recorded on the authentication form supplied by the awarding body or other appropriate place.
- If irregularities in controlled assessments are identified by the academy after the candidate has signed the declaration of authentication, the Principal will submit full details of the case to the relevant awarding body at the earliest opportunity.

**Appendix 2:**

## 1. Statement on the Use of Word processor in Examinations

The use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publication 'Access Arrangements and Reasonable Adjustments'.

In some instances, a pupil may be advised to consider the use of a word processor for their examinations. A word processor cannot simply be granted to a student because they prefer to type rather than handwrite in examinations or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and the centre will demonstrate in writing reasons why the use of a word processor has been awarded. Although not an exhaustive list, the reasons may include:

- A learning difficulty which has a substantial and long-term adverse effect on a pupil's ability to write legibly.
- A physical disability.
- A sensory impairment.
- Illegible handwriting.
- Slow handwriting speed, but no other below average scores.
- The quality of language significantly improves because of using a word processor due to problems with planning and organisation when writing by hand.
- A medical condition with evidence supplied by a medical professional.
- Traits of ASD or ADHD where the pupils are able to concentrate much better with the use of a screen.
- Slow handwriting speed alongside slow processing and reading speeds would require use of a word processor in addition to extra time.

In some rare and exceptional cases, the use of a word processor may be granted to a student when their handwriting speed is at the lower end of the normal range. This is at the discretion of the centre and depends on the evidence from teachers and the availability of enough word processors during an exam season.

If a pupil uses a word processor, she must do so with the spelling and grammar check facility/predictive text disabled (switched off) and this must be the pupil's normal way of working within school.

If a student qualifies for the use of a scribe, then they can use a word processor with spellchecker enabled. However, this means that they are losing all marks that would otherwise be awarded for spelling and punctuation. Therefore, this arrangement is only awarded after very careful consideration. It is permissible for a pupil using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. Examinations that have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where pupils will frequently need to type. Examinations that require more simplistic answers are often easier to handwrite within the answer booklet. The pupil avoids the difficulty of visually tracking between the question paper and screen.

The Belvedere Academy

GDST

GIRLS' DAY SCHOOL TRUST

# Examinations Policy

## Appendix 4:

### Provisional AI Policy required by JCQ

*This policy applies to all students and staff of the Belvedere Academy.*

In this policy, the term 'Artificial Intelligence' (AI) is used in reference to generative AI, defined as *"Artificial intelligence capable of generating text, images or other data using generative models, often in response to prompts."* for example, but not limited to, ChatGPT, DALL-E, Google Gemini and other LLMs (Large Language Models).

### 1. AI Principles

**1.1** The Academy acknowledges seven principles for effective and responsible use of AI, outlined below:

- Purpose: AI tools should be applied to serve existing goals, such as promoting student and staff wellbeing, enriching student learning experiences, and enhancing administrative functions. AI tools should be utilised to promote metacognition, reading, effective lesson planning and sequencing, and promote equality in access to learning.
- Compliance: Uses of AI by students and staff should comply with existing policies to protect the safeguarding of students, student and staff privacy, data security, and data transfer.
- Knowledge: Promoting AI literacy should be a priority in the Academy, and any potential use of AI should be explored by staff and students as a way to improve teaching and learning. Staff should be trained regularly on implementing AI tools into their teaching and learning in order to make better use of time, or to help improve the content of their curriculum.
- Balance: We should acknowledge not only the risks, but also the benefits of using AI tools effectively in our teaching, learning and administration. These benefits may include personalisation of content, aiding creativity and the development of critical thinking through education on AI tools.
- Integrity: We must ensure academic and professional integrity in the use of AI tools, including having measures in place to regulate plagiarism, as well as the responsible use of AI by staff. This is outlined in Section 2.
- Agency: We must maintain human intervention in any use of AI and ensure that AI generated content is reviewed and managed by those creating it. AI systems should be seen as supportive and consultative and not be directly involved in decision making or curriculum content.
- Evaluation: We must regularly assess the impact, policies and developments in AI technology used by our students and staff.

### 2. AI and Academic Integrity

**2.1** The Belvedere Academy abides by the JCQ Policy for AI Use in Non-Exam Assessments: Protecting the Integrity of Qualifications.

This is summarised below:

- All work submitted must be the pupil's own.
- Any use of AI which means pupils have not independently demonstrated their own attainment is likely to be considered malpractice This includes any misuse of AI (detailed below) and will attract sanctions.
- Where teachers have doubts about the authenticity of pupil work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

### 2.2 AI misuse

AI tools must only be used when the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil'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 pupil'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

### 2.3 Appropriate use of AI in assessments

- If a pupil uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the pupil and referenced in their work in the normal way
- Where an AI tool does not provide such details, pupils should ensure that they independently verify the AI-generated content – and then reference the sources they have used
- In addition to the above, where pupils use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources
- Where AI tools have been used as a source of information, a pupil's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2023.
- The pupil must retain a copy of the question(s), the prompt they have used, and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work, so the teacher or assessor is able to review the work, the AI-generated content, and how it has been used. Where this is not submitted, and the teacher or assessor suspects that the pupil has used AI tools, the teacher or assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the pupil's own

## 3. Staff Guidance

**3.1** The Academy recognises the ways that AI can benefit teaching staff through reducing workload and supporting teaching and learning. Staff are encouraged to make responsible use of AI in order to supplement their work, and to use professional judgement when utilising AI tools.

**3.2** This is summarised in the following points:

- Educational content created by AI (e.g. summaries) should always be reviewed and checked by staff in order to ensure accuracy.
- Staff should **never** enter sensitive data, such as students' full names or any email addresses, into AI generation software.
- Staff should be aware of potential bias in content produced by generative AI and critically evaluate the content that is created to ensure that it is balanced and relevant to the curriculum.
- If a staff member suspects a student has used AI unfairly or is attempting to submit AI generated work as their own, they should exercise their professional judgement depending on the severity of the incident. Staff should revert to the academy's behaviour policy when exercising their judgement and record accordingly on Class Charts. Attempts to plagiarise in Non-Exam Assessment for GCSE or A Levels will be dealt with in the same way as plagiarising from any other source.

## 4. Student Guidance

**4.1** Students should be encouraged to develop independence and metacognition through the thoughtful use of AI tools. These tools can be used to supplement classroom learning, provide personalised resources, and help students plan, research and create.

**4.2** Guidance for responsible use of AI is summarised below:

- AI should be used to support your classroom learning, and not as a replacement for attending lessons
- You should never try to pass off something generated by AI as your own work
- You should be aware of the bias that exists in AI generated content, and always check the content with a teacher to ensure it is balanced
- AI tools can often generate information that is inaccurate, or irrelevant to your specific course of study. Always check with a teacher if you have used an AI to generate materials to help you revise or understand a topic.
- You should not enter any personal information about yourself or anyone else into an AI generator.
- You can use AI tools to revise, plan, summarise, create flashcards etc. There are some pieces of work where teachers may ask you specifically to avoid using any AI. You should always follow these instructions.