Examinations Policy

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1. Purpose and Scope

1.1 Purpose

This policy ensures the effective, fair, and compliant management of all examinations at Bradford Christian School. It aims to:

- Ensure the planning and administration of examinations are conducted efficiently and in the best interests of all candidates.
- Establish clear roles, responsibilities, and guidelines for all staff, candidates, and invigilators.
- Guarantee full compliance with regulations set by the Joint Council for Qualifications (JCQ) and awarding bodies.
- Maintain the integrity and security of the examination system.
- Protect the welfare of all candidates throughout the examination process.

- Ensure equality of opportunity for all candidates.

1.2 Scope

This policy is mandatory for everyone involved in the centre's examination processes, including:

- All staff (teaching and non-teaching)
- Invigilators (employed and external)
- Candidates
- Parents and carers
- Governors
- External agencies working with the school

1.3 Legal Framework

This policy operates within the framework of:

- JCQ regulations and guidance (current version)
- Awarding body specifications and requirements
- *Keeping Children Safe in Education (KCSIE) 2025*
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Health and Safety legislation

2. Key Terms and Definitions

To ensure clarity and consistency, the following terms are defined:

- **Head of Centre:** The headteacher who has overall accountability for Bradford Christian School as an examination centre and is responsible for ensuring compliance with all JCQ regulations.
- **Exams Officer:** The person responsible for the day-to-day administration of all examinations, including entries, timetabling, results, and liaison with awarding bodies.
- **Designated Safeguarding Lead (DSL):** The senior member of staff responsible for safeguarding and child protection matters within the school, who provides support to staff to carry out their safeguarding duties and liaises closely with other services such as local authority children's social care.
- **SENCo:** Special Educational Needs Coordinator – responsible for identifying candidates who require access arrangements and coordinating their implementation.
- **JCQ:** Joint Council for Qualifications – the membership body for the eight largest providers of qualifications in the UK, which sets regulations for the conduct of examinations.
- **Awarding Bodies:** Organisations such as AQA, Pearson, OCR, TCUK, ASDAN and WJEC that design, set, and award qualifications.
- **NEA (Non-Examined Assessment):** Any assessment that is not conducted under examination conditions, including coursework, controlled assessments, practical assessments, and portfolios.
- **Regulated Activity:** Work that involves frequent, intensive, or overnight contact with children, requiring enhanced DBS checks with barred list information.
- **Access Arrangements:** Arrangements put in place to enable candidates with specific needs to access assessments, such as extra time, a reader, or use of a word processor.
- **Special Consideration:** A post-examination adjustment to a candidate's mark or grade to reflect temporary illness, injury, or other indisposition at the time of the assessment.
- **Malpractice:** Any act that compromises or seeks to compromise the integrity of the examination process, including plagiarism, collusion, and bringing unauthorised materials into the examination room.
- **Invigilator:** A person who supervises candidates during examinations to ensure compliance with examination regulations.
- **Review of Results (RoR):** A post-results service where the awarding body reviews the marking of an examination paper or NEA.

- **Access to Scripts:** A post-results service allowing candidates to request a copy of their examination script.
- **JCQ Contingency Day:** An additional date set aside by JCQ each year for examinations to be sat in the event of a national or significant local disruption to examinations.

3. Roles and Responsibilities

Clear allocation of responsibilities is essential for the smooth and compliant running of examinations.

3.1 Head of Centre (Headteacher)

The Head of Centre has overall responsibility for Bradford Christian School as an examination centre. Specific responsibilities include:

- Ensuring the centre is registered with all relevant awarding bodies.
- Taking ultimate responsibility for all examination entries and withdrawals.
- Ensuring compliance with all JCQ regulations and awarding body requirements.
- Reporting all cases of suspected or actual malpractice to the relevant awarding body.
- Managing conflicts of interest in accordance with JCQ requirements.
- Ensuring adequate resources (staffing, accommodation, equipment) are available for examinations.
- Ensuring all staff involved in examinations receive appropriate training.
- Approving this policy and ensuring it is reviewed annually.
- Being the first point of contact for awarding bodies and JCQ inspectors.
- Ensuring safeguarding procedures are followed during examinations.

3.2 Exams Officer

The Exams Officer manages the day-to-day administration of examinations and acts as the main point of contact for JCQ and awarding bodies. Specific responsibilities include:

Before Examinations:

- Managing the examination entry process, including liaising with subject teachers and the Senior Leadership Team.
- Recommending final examination entries for GCSE and Entry Level qualifications to the Senior Leadership Team for approval, following consultation with candidates, parents, and relevant subject teachers.
- Submitting entries to awarding bodies within published deadlines.
- Receiving and securely storing confidential examination materials in accordance with JCQ regulations.
- Organising examination timetables and resolving clashes.
- Recruiting, training, and deploying invigilators.
- Coordinating access arrangements for eligible candidates with the SENCo.
- Communicating examination timetables and regulations to candidates, staff, and parents.

During Examinations:

- Ensuring the secure storage of all examination materials in accordance with JCQ regulations.
- Managing the distribution and collection of examination papers.
- Dealing with examination emergencies and contingencies.
- Recording attendance and managing absent candidates.
- Investigating and reporting suspected malpractice.

After Examinations:

- Ensuring the secure dispatch of completed examination scripts.
- Receiving and issuing results to candidates.
- Managing post-results services including Reviews of Results and Access to Scripts.

- Maintaining accurate records and archives in accordance with JCQ requirements.

Data Protection:

- Ensuring strict confidentiality and secure storage of all examination materials, candidate data, and results in line with the school's Data Protection and Cybersecurity Policies.
- Ensuring all staff handling examination data receive appropriate training.

3.3 Senior Leadership Team (SLT)

The SLT supports the Exams Officer and has specific responsibilities:

- Approving final examination entries recommended by the Exams Officer.
- Ensuring adequate staffing and resources for examinations.
- Supporting the Exams Officer in managing examination contingencies.
- Monitoring the effectiveness of examination processes.
- Ensuring examination policies align with whole-school policies, particularly safeguarding.

3.4 Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for:

- Identifying and applying for Access Arrangements for eligible candidates in accordance with JCQ regulations.
- Gathering and maintaining appropriate evidence to support access arrangement applications.
- Applying for access arrangements within published deadlines.
- Ensuring access arrangements are implemented correctly during examinations.
- Liaising with the Exams Officer regarding rooming and invigilation requirements for candidates with access arrangements.
- Maintaining confidential records of all access arrangements.
- Ensuring reasonable adjustments are made for candidates with disabilities or specific learning needs in accordance with the Equality Act 2010.

3.5 Subject Teachers

Subject teachers have responsibility for:

Examination Entries:

- Providing accurate information to the Exams Officer regarding candidate entries.
- Advising on appropriate tiers of entry for each candidate.
- Informing the Exams Officer of any changes to entries within awarding body deadlines.

Non-Examined Assessment (NEA):

- Planning and delivering NEA in accordance with awarding body specifications.
- Ensuring candidates understand the requirements of NEA tasks.
- Supervising NEA in accordance with awarding body regulations (controlled assessment, supervised time, etc.).
- Authenticating candidate work and completing all required documentation.
- Marking and internally standardising NEA in accordance with awarding body mark schemes.
- Submitting marks and sample work to awarding bodies within published deadlines.
- Securely storing NEA work and associated documentation.

Candidate Preparation:

- Preparing candidates for examinations through effective teaching and revision.
- Ensuring candidates understand examination regulations, particularly regarding malpractice.
- Teaching candidates the correct way to conduct research and cite sources.

- Providing clear guidance on appropriate use of resources, including AI tools, in NEA.
- Ensuring candidates understand what constitutes plagiarism and how to avoid it.

3.6 SENCo (Alternative Provision Oversight)

The SENCo is additionally responsible for overseeing the teaching staff in Alternative Provision (AP) settings to:

- Ensure accurate examination entries for students attending AP.
- Oversee the secure administration of all Non-Examined Assessment (NEA) for students in AP settings, including qualifications such as ASDAN, Functional Skills, and other vocational qualifications.
- Liaise with the Exams Officer regarding examination arrangements for AP students.
- Ensure AP students understand examination regulations and requirements.
- Maintain secure storage of NEA materials for AP students.
- Ensure authentication procedures are followed for all AP student work.

3.7 Invigilators

Invigilators are responsible for:

- Attending annual training on JCQ regulations before each examination series.
- Conducting examinations in accordance with JCQ *Instructions for Conducting Examinations (ICE)*.
- Maintaining the security and confidentiality of examination materials.
- Ensuring candidates comply with examination regulations.
- Dealing with examination emergencies in accordance with JCQ guidance.
- Completing all required documentation accurately.
- Reporting any irregularities or concerns to the Exams Officer immediately.
- Being aware of safeguarding responsibilities and knowing the procedure for reporting any concerns about a candidate's well-being.

3.8 Candidates

Candidates are responsible for:

- Attending all examinations at the scheduled time.
- Understanding and following all examination rules, especially those regarding unauthorised items.
- Authenticating all NEA as their own work by signing declarations.
- Using AI tools appropriately and acknowledging their use in accordance with awarding body requirements.
- Informing the school of any circumstances that may affect their performance (for special consideration applications).
- Treating examination materials, staff, and other candidates with respect.
- Being available up to and including the official JCQ Contingency Day.

3.9 Parents and Carers

Parents and carers are expected to:

- Ensure their child attends all examinations.
- Support their child in understanding and complying with examination regulations.
- Ensure their child is available up to and including the JCQ Contingency Day.
- Inform the school of any circumstances that may affect their child's examination performance.
- Support the school in investigating any allegations of malpractice.

4. Conflict of Interest **Conflict of Interest Form for GCSE**

4.1 Purpose

To protect the integrity of assessments, all staff must declare any personal interest that could be perceived as a

conflict of interest.

4.2 Definition

A conflict of interest exists where a member of staff's personal relationship with a candidate (for example, as a family member, guardian, or close friend) could compromise their objectivity.

4.3 Declaration Process

- All staff must declare any potential conflicts of interest to the Head of Centre at the start of each academic year.
- Staff must also declare any conflicts that arise during the academic year as soon as they become aware of them.
- Declarations must be made in writing using the school's Conflict of Interest Declaration Form.

4.4 Managing Conflicts

The Exams Officer will manage the conflict. Measures may include:

- An invigilator will not be assigned to an examination room where a relative is a candidate.
- A teacher will not be the sole marker for NEA completed by a relative.
- Where a conflict cannot be adequately managed, the staff member will be removed from involvement in that aspect of the examination process.
- In cases involving senior staff, the school may seek advice from the awarding body.

4.5 Record Keeping

- All declarations and the measures taken will be recorded and stored securely by the Exams Officer.
- Records will be retained in accordance with the school's data retention policy.
- Records may be inspected by awarding bodies or JCQ.

5. Malpractice and Misconduct

5.1 Overview

Bradford Christian School takes malpractice extremely seriously to protect the integrity of qualifications. Malpractice is any act that breaches examination regulations and could undermine the fairness or validity of an assessment.

5.2 Definition of Malpractice

Malpractice is any act that:

- Breaches or attempts to breach examination regulations.
- Compromises or seeks to compromise the integrity of the examination process.
- Damages the authority of qualifications and awarding bodies.

5.3 Examples of Candidate Malpractice

Examples of candidate malpractice include, but are not limited to:

- Bringing unauthorised materials into the exam room (e.g., mobile phones, smartwatches, notes).
- Communicating with other candidates during the exam.
- Plagiarism, collusion, or failing to acknowledge sources in NEA.
- Copying from another candidate or allowing work to be copied.
- Disruptive behaviour that disturbs other candidates.
- Failing to follow instructions from invigilators.
- Fabrication of data or results.
- Exceeding word counts or time limits where these are set by awarding bodies.
- Impersonation – pretending to be another candidate or having someone else sit an examination.
- Theft of examination materials or breaching their security.

5.4 Artificial Intelligence (AI) and Malpractice

The dishonest and unacknowledged use of Artificial Intelligence (AI) is a form of plagiarism and will be treated as serious misconduct.

What Constitutes Malpractice:

- Using AI tools to generate text, ideas, or answers and presenting them as your own original work.
- Failing to acknowledge the use of AI tools where they have been used.
- Using AI tools where their use is explicitly prohibited by the awarding body.

Appropriate Use of AI:

Candidates will receive clear guidance on when and how AI tools may be used appropriately. This may include:

- Using AI as a research tool (similar to a search engine).
- Using AI to help understand concepts or check understanding.
- Using AI for proofreading or grammar checking (where permitted by the awarding body).

Key Principles:

- Any use of AI must be acknowledged and documented in accordance with awarding body requirements.
- Candidates must demonstrate their own understanding and critical engagement with any AI-generated content.
- The final work submitted must be the candidate's own.

5.5 Examples of Staff/Centre Malpractice

Staff and centre malpractice includes:

- Assisting candidates inappropriately during examinations or NEA.
- Failing to keep examination materials secure.
- Failing to report suspected malpractice.
- Failing to follow JCQ regulations.
- Providing inappropriate assistance with NEA.
- Tampering with scripts or marks.
- Failing to authenticate candidate work properly.
- Breaching confidentiality of examination materials.

5.6 Procedures for Suspected Malpractice

If malpractice is suspected:

- The matter must be reported immediately to the Exams Officer or Head of Centre.
- The Exams Officer will investigate the allegation thoroughly, gathering evidence and witness statements.
- The candidate or staff member will be given the opportunity to respond to the allegation.
- If the investigation suggests malpractice has occurred, the Head of Centre will report it to the relevant awarding body using the JCQ Form M1 (suspected malpractice).
- The school will cooperate fully with any awarding body investigation.
- The awarding body will determine the outcome and any penalties.

During the Investigation:

- Candidates suspected of malpractice may be allowed to continue with their examinations pending the outcome.
- All evidence will be secured and stored confidentially.
- The candidate and their parents/carers will be kept informed of progress.

5.7 Penalties for Malpractice

Penalties are determined by the awarding body and may include:

- A written warning.
- Loss of marks for the component.
- Loss of marks for the entire qualification.
- Disqualification from the qualification.
- Disqualification from all qualifications taken in that examination series.
- A ban from entering examinations for a specified period.

5.8 Prevention

The school will take proactive steps to prevent malpractice:

- All candidates will receive clear guidance on examination regulations and malpractice at the start of the academic year and before each examination series.
- Staff will teach candidates the correct way to conduct research, cite sources, and appropriately use/acknowledge AI.
- Staff will receive regular training on identifying and preventing malpractice.
- Examination rooms will be set up in accordance with JCQ requirements to minimise opportunities for malpractice.
- Invigilators will be vigilant and challenge any suspicious behaviour.

6. Non-Examined Assessment (NEA) and Coursework

This section covers all internally assessed components, such as coursework, practicals, and controlled assessments.

6.1 Security

Subject Leaders must ensure all NEA materials are stored securely, whether in locked cabinets or on password-protected school networks. This includes:

- Task-setting materials received from awarding bodies.
- Candidate work in progress.
- Completed candidate work awaiting submission.
- Mark schemes and assessment criteria.
- Marking and moderation documentation.
- Access to secure storage areas must be restricted to authorised staff only.

6.2 Authentication

All candidates must sign a declaration confirming the submitted work is their own. Teachers must be confident that the work is authentic and must sign the declaration to confirm this. Procedures include:

- Regular supervision of work in progress.
- Discussions with candidates to verify understanding.
- Checking work against known candidate ability.
- Using plagiarism detection software where appropriate.
- Comparing work with previous submissions.
- Investigating any concerns about authenticity immediately.

Where a teacher cannot authenticate a candidate's work, this must be reported to the Exams Officer and the awarding body.

6.3 AI and Plagiarism

It will be made clear that using AI-generated content without appropriate acknowledgement is a breach of rules (see

Section 5.4).

Staff will:

- Teach candidates the correct way to conduct research and cite sources.
- Provide clear guidance on what constitutes plagiarism versus acceptable research.
- Demonstrate how to reference sources correctly.
- Provide specific guidance on when and how AI tools may be used appropriately for each qualification.

Candidates must understand that:

- All sources must be acknowledged, including AI tools.
- Presenting someone else's work (including AI-generated content) as their own is malpractice.
- Collusion with other candidates is not permitted unless explicitly allowed.
- They are responsible for ensuring their work is authentic.

6.4 Internal Standardisation

Departments will carry out internal standardisation to ensure all teachers are marking to the same standard before marks are submitted. This includes:

- All teachers marking the same NEA component meeting to discuss the mark scheme.
- Marking sample work together to ensure consistency.
- Comparing marks and discussing any discrepancies.
- Agreeing on the application of the mark scheme.
- Documenting the standardisation process.
- Completing this process before marks are submitted to awarding bodies.

Where only one teacher is marking a particular component, they must ensure they fully understand the mark scheme and may seek advice from the awarding body if needed.

6.5 Deadlines

All internal deadlines for completing and submitting NEA will be published and must be met.

- Deadlines will be communicated through multiple channels (student planners, school website, letters home).
- Candidates who fail to meet internal deadlines without valid mitigating circumstances may not be entered for that component.
- Extensions will only be granted in exceptional circumstances (e.g., serious illness) and must be approved by the Head of Department and Exams Officer.

6.6 Task Setting

Where the awarding body provides a choice of tasks, the selection must be made by the teacher in consultation with the candidate, taking into account the candidate's strengths and interests. Tasks must:

- Be appropriate for the candidate's ability level.
- Allow the candidate to meet all assessment criteria.
- Be set in accordance with awarding body regulations.
- Not be modified unless explicitly permitted by the awarding body.

6.7 Supervision and Monitoring

The level of supervision required will vary depending on the awarding body requirements. Teachers must:

- Understand the supervision requirements for each qualification (e.g., Controlled Assessment vs. Independent Work).
- Ensure these requirements are met.

- Document supervision appropriately.
- Report any concerns about candidate conduct during supervised sessions.

7. Examination Contingency Planning

The school has a detailed Exam Contingency Plan in place to deal with any potential disruption to examinations.
GCSE Exam Contingency Plan

7.1 Types of Disruption Covered

This plan covers procedures for unforeseen events, such as:

- Centre-wide disruption (e.g., fire alarm, flood, power failure).
- Disruption to candidate attendance (e.g., severe weather, transport strikes).
- Staff absence (e.g., illness of the Exams Officer or key invigilators).
- National or local emergency.
- Disruption to the distribution or receipt of examination papers.
- Failure of IT systems.

7.2 Communication

All candidates and parents are made aware that they must be available up to and including the official **JCQ Contingency Day**. This date is published on the exam timetable each year.

In the event of disruption:

- The school will communicate with candidates and parents as soon as possible via text, email, and the school website.
- Candidates should not assume examinations are cancelled unless officially notified.

7.3 Contingency Arrangements

The school maintains:

- Contact details for all candidates and staff.
- Alternative examination venues.
- A pool of trained reserve invigilators.
- Secure backup storage for examination materials.
- Emergency contact details for awarding bodies and JCQ.

7.4 Reference to Full Plan

For full details, please refer to the *Bradford Christian School: GCSE Examinations Contingency Plan*, which is reviewed annually and available from the Exams Officer.

8. Safeguarding and Candidate Welfare

Bradford Christian School is committed to safeguarding and promoting the welfare of all candidates. Safeguarding is everyone's responsibility. This commitment is paramount during the examination period, which can be a time of heightened stress.

8.1 Staff Responsibilities

All staff involved in the examination process, including invigilators, are aware of their safeguarding responsibilities and are trained to be vigilant. Responsibilities include:

- Being aware of the school's safeguarding and child protection policy.
- Knowing the Designated Safeguarding Lead (DSL).
- Understanding how to recognise signs that a child may be at risk.

- Knowing how to report safeguarding concerns.

8.2 Reporting Procedures

Invigilators know the procedure for reporting any concerns about a candidate's well-being. Staff manage the requirement to maintain confidentiality by only involving those who need to know (such as the DSL and children's social care). Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the best interests of the child.

Any safeguarding concern arising in an examination will be reported immediately to the DSL in line with the school's *Safeguarding and Child Protection Policy*.

8.3 Specific Examination-Related Safeguarding Considerations

Staff should be aware that children being absent from examinations, particularly repeatedly, can be a warning sign of safeguarding risks, including abuse or exploitation.

- Early intervention is essential.
- Staff are trained to recognise signs of distress or anxiety.
- Candidates who disclose safeguarding concerns during examinations will be supported appropriately.
- Children should understand how confidentiality will be handled.

8.4 Creating a Safe Environment

The school will:

- Ensure examination rooms have clear lines of sight for invigilators.
- Ensure adequate supervision at all times.
- Provide a calm and supportive environment.
- Have clear procedures for candidates who need to leave the room.
- Ensure first aid provision is available.

9. Equality and Inclusion

We are committed to providing an inclusive environment and ensuring that no candidate is unfairly disadvantaged. All examination procedures will be conducted in accordance with the Equality Act 2010.

9.1 Reasonable Adjustments and Access Arrangements

The school will:

- Identify candidates eligible for access arrangements.
- Apply for arrangements in accordance with JCQ regulations.
- Make reasonable adjustments for disabled candidates.
- Ensure examination venues are accessible.

9.2 Aim

Our aim is to ensure all candidates have fair access to assessments and that no candidate is disadvantaged due to:

- Disability
- Special educational needs
- English as an additional language
- Temporary illness or injury
- Any other protected characteristic under the Equality Act 2010

9.3 Further Information

For full details, please see our centre's *Equality Policy*, available on the school website.

10. Candidate Identification

10.1 Purpose

To ensure the person sitting the examination is the person who has been entered for it, preventing malpractice through impersonation.

10.2 Internal Candidates

The identity of candidates who are current students will be confirmed by invigilators and school staff who know them.

- Candidates must report to the examination room at the published time.
- Invigilators will check candidates against the seating plan.
- Any candidate not recognised by invigilators must provide identification.
- Candidates must sit at their allocated desk.

10.3 External Candidates

External candidates must present formal photographic identification to the Exams Officer prior to the examination series. The Exams Officer will then confirm their identity to the invigilators at the start of each examination.

Should the Exams Officer not be available, the candidate must present this identification to the invigilator before being allowed into the exam room. Acceptable forms of photographic identification include:

- Valid passport
- Valid photocard driving licence
- National identity card (for non-UK nationals)

The photographic ID must be current and clearly show the candidate's face. The school will not accept non-photographic ID, expired documents, or student ID cards from other institutions as proof of identity.

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11. Access Arrangements

11.1 Identification and Application

The SENCo, in collaboration with subject teachers and the Exams Officer, is responsible for identifying candidates who may require access arrangements (e.g., extra time, readers, scribes, modified papers).

- Assessments to determine eligibility must be carried out by a suitably qualified assessor.
- Applications to awarding bodies must be processed and approved before the deadlines published by JCQ.
- The SENCo must maintain a file of evidence for each candidate to support the application, which may be inspected by JCQ.

11.2 Implementation

- The Exams Officer and SENCo will ensure that approved arrangements are put in place for all relevant examinations.
- Invigilators will be informed of which candidates have access arrangements and how to administer them (e.g., managing rest breaks or prompting).

- Candidates will be informed of their approved arrangements prior to the examination series.

11.3 Word Processors

The use of a word processor in examinations will be granted to a candidate where it is their normal way of working within the centre and is appropriate to their needs. The centre holds a separate *Word Processor Policy* detailing the criteria for awarding and managing this arrangement.

12. Estimated Grades and Special Consideration

12.1 Estimated Grades

Estimated grades are submitted to awarding bodies when requested. These are based on the teacher's professional judgement of the grade the candidate would most likely achieve if they sat the examination. They are used for administrative purposes and, in rare specific circumstances, to calculate a grade for a missing component.

12.2 Special Consideration

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury, or some other event outside of the candidate's control at the time of the assessment.

Procedures:

- **Notification:** Candidates or parents must notify the Exams Officer or Head of Centre immediately if a candidate is affected by adverse circumstances on the day of an exam.
- **Evidence:** Appropriate evidence (e.g., a letter from a GP or hospital) may be required to support the application.
- **Application:** The Exams Officer will submit the application to the awarding body within seven days of the last examination in the series.
- **Outcome:** The decision to award special consideration and the level of adjustment is at the sole discretion of the awarding body.

13. Post-Results Services

13.1 Services Available

Following the release of results, the following services are available:

- **Review of Results (RoR):** A check of the clerical procedures or a review of marking.
- **Access to Scripts (ATS):** A request for a copy of the marked examination script (either to review before an RoR or for teaching and learning purposes).

13.2 Procedures and Consent

- Candidates must sign a consent form before any post-results service is processed.
- **Important:** Candidates must be made aware that on a Review of Results, marks and grades can go **down** as well as up or stay the same.
- Fees for these services are set by the awarding bodies and must usually be paid by the candidate or parent, unless the school supports the review due to a concern about the accuracy of marking across a cohort.

13.3 Deadlines

The Exams Officer will publish strict internal deadlines for requesting these services to ensure awarding body deadlines are met. Requests received after the deadline will not be processed.

14. Whistleblowing

14.1 Policy Alignment

This section aligns with the school's wider *Whistleblowing Policy*. It encourages staff and students to report any

concerns about malpractice or the administration of examinations without fear of reprisal.

14.2 Reporting

- Staff or students who have concerns about the integrity of the examination system should initially report them to the Head of Centre.
- If the concern involves the Head of Centre, or if the whistleblower feels unable to report internally, they may report directly to the relevant awarding body or to the JCQ.
- The JCQ provides a specific email address and guidance for whistleblowers on their website.

15. Concerns, Complaints and Appeals

15.1 Internal Complaints

If a candidate or parent has a complaint about the conduct or administration of an examination, they should follow the school's *Internal Appeals Procedure*.

- Complaints should be made in writing to the Head of Centre.
- The Head of Centre will investigate the complaint and respond in writing.

15.2 Appeals against Internal Assessment Decisions

Bradford Christian School is committed to ensuring that whenever its staff assess students' work for external qualification (NEA), this is done fairly, consistently, and in accordance with the specification.

- Candidates have the right to appeal the mark awarded for NEA if they believe the procedures were not followed correctly.
- Details of this process are provided to candidates before they submit their work.

15.3 Appeals to Awarding Bodies

If the school or a candidate remains dissatisfied following the outcome of a Review of Results (RoR), an appeal may be made to the awarding body. This must be submitted by the Head of Centre.

16. Data Protection and Information Sharing

16.1 Compliance

All personal data collected and processed for examination purposes is handled in accordance with the Data Protection Act 2018, the UK GDPR, and the school's *Data Protection Policy*.

16.2 Information Sharing

- The centre shares candidate data (name, date of birth, gender, unique candidate number) with awarding bodies to process entries and issue results.
- Medical or psychological evidence collected for Access Arrangements is sensitive data and is stored securely with restricted access.
- Results data is shared with the Department for Education (DfE) and the Local Authority as required by law.

16.3 Data Retention

Examination records, including seating plans, attendance registers, and script dispatch logs, are retained for the period specified by JCQ (usually until the deadline for appeals has passed) and then securely destroyed.

17. Training and Induction

17.1 Exams Officer

The Exams Officer undertakes regular training to stay updated with JCQ regulations, including attending awarding body meetings and reviewing the *Instructions for Conducting Examinations (ICE)* annually.

17.2 Invigilators

- All invigilators (new and experienced) must attend an annual training session led by the Exams Officer.
- This training covers JCQ regulations, safeguarding, malpractice, and emergency procedures.
- A record of the content of the training and the attendees is retained on file.

17.3 Teaching Staff

Teaching staff are briefed annually on their responsibilities regarding examination entries, NEA administration, and malpractice prevention.

18. Policy Review and Communication

18.1 Review

This policy is reviewed annually by the Head of Centre and the Exams Officer to ensure compliance with the latest JCQ regulations.

- **Next Review Date:** June 2026

18.2 Communication

- This policy is available to all staff, candidates, and parents via the school website.
- Key points are summarised in staff briefings.

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19. Version Control

Date of Adoption of this Policy	November 2025
Date of last review of this policy	November 2024
Date of next review of this policy	January 2027 (to bring in line with new review)
Policy Owner (SLT)	Jane Prothero
Policy Owner (Governors)	Neil Iceton

Consultation: This policy has been developed in consultation with:

- Senior Leadership Team
- Teaching staff
- SENCo
- Exams Officer
- Governors
- Candidates (through school council)
- Parents (through parent forum)

Equality Impact Assessment:

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The school has considered the impact of this policy on candidates with the following protected characteristics:

- Disability
- Race
- Religion or belief
- Sex
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation

We have concluded that this policy promotes equality of opportunity and does not discriminate against any group. Specific measures to support equality include:

- Access arrangements for candidates with disabilities or special educational needs
- Reasonable adjustments in accordance with the Equality Act 2010
- Clear procedures to prevent and address malpractice fairly
- Confidential procedures for raising concerns
- Training for all staff on equality and inclusion

Links to Statutory Guidance:

This policy has been developed with reference to:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- JCQ Suspected Malpractice: Policies and Procedures
- JCQ Access Arrangements and Reasonable Adjustments
- Keeping Children Safe in Education 2025
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Equality Act 2010

Document Control

Version	Date	Author	Changes Made
8.0	October 2025	Exams Officer	Policy rewritten to ensure full compliance with current JCQ regulations, KCSIE 2025, and data protection legislation. Enhanced sections on safeguarding, AI use, data protection, and training.

Contact Information

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