EXAMINATIONS POLICY

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November 2026

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1. POLICY INTRODUCTION

1.1 Within this policy 'we' and 'us' means Catmose College.

1.2 It is the purpose of this policy to:

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

1.3 This policy should be read in conjunction with the Equality and Diversity Policy.

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

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2. EXAMINATION RESPONSIBILITIES

2.1 All Staff

All staff have a responsibility to notify the Examinations Officer of any conflict of interest who will notify the exam board. Please refer to appendix D.

2.2 Head of Centre

- Has overall responsibility conducting the examinations at the examination centre;
- Advises on appeals and re-marks;
- Is responsible for reporting all suspicions or actual incidents of malpractice, referring to the JCQ document Suspected Malpractice in Examinations and Assessments.
- Is responsible for ensuring that all suspected or actual incidents of malpractice including the use of AI, are reported, in line with the JCQ guidance on understanding and avoiding malpractice guidance. https://www.jcq.org.uk/blog/understanding-and-avoiding-malpractice/
- Has responsibility for ensuring that staff delivering non-examined assessments, coursework and internal assessments are aware of how to identify, report and investigate the misuse of AI.

2.3 Examinations Officer

- Manages the administration of public and internal examinations and analysis of examination results;
- Advises the Senior Leadership Team (SLT), subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various awarding bodies;
- Oversees the production and distribution 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 the aspects of the examination timetable that will affect them;
- Consults with teaching staff to ensure that necessary controlled assessments are 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 and makes applications for special consideration using the JCQ guidelines. Manages Federation resources to support these arrangements whilst balancing the needs of all learners;
- Identifies and manages examination timetable clashes and issues relating to absence during the examination period;
- Accounts for income and expenditures relating to all examination costs/charges;
- Organises the recruitment, training, monitoring and line management of a team of Examination Invigilators responsible for the conduct of examinations.
- Submits candidates' controlled assessment marks, tracks dispatches and stores returned work 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 forwards, in consultation with the SLT, any appeals/re-mark requests;

- Maintains systems and processes to support the timely entry of candidates for their examinations;
- Will take responsibility for any student who has a clash of examinations by supervising movement and identifying a secure venue. Any overnight stays will be organised in conjunction with SLT.

2.4 Team Leaders and Directors of Subject

- Advising the Examinations Officer of any changes to syllabus or assessment details for their subjects.
- Advising the Examinations Officer of entries for their subjects.
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the Examinations Officer.
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets.

2.5 Teachers

- Give notification of access arrangements to the delegated member of staff/SENCO;
- Provide accurate information regarding awarding bodies and entry codes;
- Where required, provide accurate marks for controlled assessment, samples of work for moderation in a timely manner, information for any students who may be absent during the examination period;
- Give guidance and a pastoral overview of candidates who are unsure about examination entries or amendments to entries;
- Offer guidance regarding appeals for the students and requests for examination scripts;
- Provide accurate completion of coursework mark sheets and declaration sheets;
- Give accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.

2.6 A Dedicated Member of Staff

- Provides administration of access arrangements;
- Gives identification and testing of candidates, requirements for access arrangements;
- Provides provision of additional support with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages or IT equipment to help candidates achieve their course aims;
- Carries out administration and applications for access arrangements online using access arrangements online in accordance with the JCQ guidelines.

2.7 Invigilators

- Collect examination papers and other materials from the examination's office before the start of the examination;
- Collect all examination papers in the correct order at the end of the examination and return them to the Examinations Officer.

2.8 Candidates

Candidates are responsible for:

- Providing confirmation and signing of entries and coursework.
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own without the use of AI.
- Placing ID cards on examination desks to ensure invigilators are able to confirm identity.
- Ensuring they conduct themselves according to the JCQ regulations in all exams.

3. EQUALITY LEGISLATION

3.1 All exam centre staff will ensure that they meet the requirements of any equality legislation, including Equality Act 2010. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide candidates in accordance with requirements defined by the legislation, awarding bodies and JCQ.

4. ACCESS ARRANGEMENTS

4.1 The Federation SENCO, or an allocated member of staff, will work with students, parents and subject teacher to establish the appropriateness of applying for access arrangements.

The SENCO/allocated member of staff is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the Examinations Officer in good time so that they can put exam day arrangements in place.
- Processing any necessary applications in order to gain approval (if required).
- Working with the Examinations Officer to provide the access arrangements required by candidates in exam rooms.

4.2 Implementation of access arrangements, including rooming or additional resources, is the responsibility of the Examinations Officer.

4.3 Invigilation and support for access arrangements candidates, as defined by JCQ access arrangement regulations, will be organised by the Examination Officer.

5. CONTROLLED ASSESSMENT

5.1 It is the responsibility of teaching staff to ensure that assessments tasks provided are in line with the awarding body specification and control requirements are contextualised as appropriate to meet local needs.

5.2 Teachers will work in partnership with the Examinations Officer to ensure that all confidential materials, together with the final work submitted by students, are held securely at all times, in accordance with subject instructions for 'conducting controlled assessment'.

5.3 The Examinations Officer will liaise with teachers to ensure that students have been entered for the correct individual units of controlled assessment by the deadline set by the relevant awarding bodies.

5.4 The Examinations Officer will distribute mark sheets for completion by teaching staff, and collect and return them to the examination body before the deadline set.

5.5 The teacher will ensure that moderation of work and signatures of authenticity are collected and submitted for external validation by the deadlines set by the examination boards.

5.6 Teaching staff are responsible for preventing the misuse of AI. They must clearly inform students whether AI tools are permitted in any component of the subject and, if so, how any use of AI should be referenced in accordance with the requirements of that qualification.

5.7 AI misuse occurs when a student uses AI tools when not allowed or fails to acknowledge the use of an AI tool in any material it has produced. AI misuse is considered malpractice and may lead to disciplinary action, including possible disqualification from the subject. If AI misuse is identified after a student has signed the declaration form, it must be reported to the awarding body. Teaching staff will identify potential AI misuse using guidance outlined in JCQ's AI Use in Assessments.
https://www.jcq.org.uk/blog/changes-to-jcq-guidance-on-ai-in-assessment/

6. EXAMINATION RESULTS

6.1 GCSE results are received by the College on the day before official publication. Results remain embargoed until the following day and should only be shared with the SLT for purposes of identifying any issues.

6.2 The College will be open on results day from 8.30am for Year 11 students to collect and sign for their results. If a student is unable to collect their results, they may have them emailed through prior arrangement with the Examinations Manager. Students must use a personal email (not College) address to submit this request to the Examinations Officer.

6.3 Subject breakdowns will be provided to teaching staff on results day, in order that they may provide additional support to students including guidance regarding any appeals.

6.4 The SLT will provide a summary of accumulated performance for publication in the press, inclusion in the prospectus, and reports to governors and parents.

7. APPEALS AGAINST INTERNALLY MARKED WORK

7.1 We are committed to ensuring that whenever staff mark controlled assessment/coursework that it is done fairly, consistently and in accordance with the awarding body's specification and associated documents.

7.2 Candidates' work will be marked by staff who have appropriate knowledge, understanding and skills to complete the marking. We are committed to ensuring that

work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of staff are involved in marking candidate's work, internal moderation and standardisation will ensure consistency of marking.

7.3 If a candidate believes that work has not been marked in accordance with the points above, he/she may make use of this appeals procedure.

7.4 An appeal may only be made against the assessment process and not against the mark submitted to the awarding body:

- An appeal should be made as early as is possible and no later than 16 April 2027.
- An appeal should be made to the Examinations Officer.
- A nominated senior leader will conduct the investigation. The senior member of staff will not have any involvement in the internal assessment process for that subject.
- The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific documents.
- The person appealing will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes to future procedures.
- The outcome of the appeal will be made known to the SLT. A written record will be kept and made available to the exam body on request. Should the appeal bring any irregularity to light, the awarding body will be informed.

7.5 After the candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency between centres. The moderation process may lead to mark changes. This process is outside of our control.

8. ENQUIRIES ABOUT RESULTS (EaRs)

8.1 Enquiries about results can be requested by centre staff following the release of results. A request for a remark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

8.2 Students and parents are made aware of the procedures to follow for EaRs prior to the publication of results. A pro-forma is available for completion which is signed by student and the Executive Principal.

8.3 Centre staff will try to provide their guidance over the appropriateness of a student reviewing their marks. If students wish to request a review of marking then they will be expected to pay. A permission form will need to be completed, and the payment received before the review of marking can be submitted.

9. SPECIAL CONSIDERATION

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the exams office: catmoseexams@catmosecollege.com that effect.

The candidate must support any special consideration claim with appropriate evidence at the time of making the claim but no later than 25 June 2027.

The Examinations Officer will make a special consideration application to the relevant awarding body within JCQ guidelines.

APPENDIX A:
WRITTEN EXAMINATION CONTINGENCY PLAN

To be read in conjunction with the Federation Emergency Closure Policy.

This plan aims to examine potential risks and issues that could cause disruption to the management and administration of the examination process at the College. By outlining actions to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our examination process. Alongside internal processes, this plan is informed by guidance from the joint contingency plan for the examination series in England, Wales and Northern Ireland.

CAUSES OF POTENTIAL DISRUPTION AND ASSOCIATED RISK

POTENTIAL RISK	MANAGEMENT OF RISK
Examinations Officer extended absence at key points during the examination process cycle.	Federation to train a member of staff so they understand all aspects of the role and can deputise if required.
Candidates not entered with awarding body.	5 February 2027 deadline SLT to liaise with deputy and publish to class teachers.
Financial implication to the Federation caused by late entries.	Publishing deadlines well in advance.
Examination plan not produced including key dates (deadlines missed, results may be delayed).	Deputy to liaise with SLT link to produce.
Insufficient training and recruitment of Examination Invigilators. Failure to recruit sufficient Invigilators to conduct examinations/Invigilator absence on day of examination. Lack of appropriately trained Invigilators or Invigilator absence.	Recruitment cycle to begin promptly (March). Additional staff deployed to provide cover (teaching staff, trained STA/TAs). Annual training session with Examination Officer and Invigilators, including access arrangements and safeguarding.
Controlled assessment (or equivalent) marks not submitted by published deadlines. Deadlines missed.	Deputy/link Vice Principal link for subject area to be aware of deadlines. Examinations Officer to seek advice from the awarding body.

Rooming, scheduling, timetables not completed including for those students with access arrangements.	Examinations Officer to liaise with the Premises Officer to ensure that all examination rooms meet the requirements of JCQ Guidelines within an appropriate timescale for any issues to be addressed. In case of absence of Examination Officer, deputy to liaise with SENCO
Examination scripts not dispatched as required. Disruption to the transportation of completed examination scripts. Delay in collection arrangements for completed examination scripts.	Examinations Officer to liaise with awarding bodies to receive scripts in line with entries. Seek guidance from awarding bodies Ensure scripts are retained in secure storage until collection Examination Officer to liaise with couriers as to reasons for delay and clarify plans for rectifying.

The same approach would apply for absence of SENCO during key periods. The Deputy SENCO would ensure all testing and online applications for access arrangements are completed and submitted within the deadlines.

CONTINGENCY PLAN FOR UNFORESEEN CIRCUMSTANCES RELATING TO SITE

POTENTIAL RISK	MANAGEMENT OF RISK
Examination venue unavailable at short notice. Centre unable to open as normal during the examination period.	Use of alternative venues depending on size of cohort. This includes: main sports hall, rooms within the Federation, including Catmose College. Group split into smaller groups and individual classrooms used. Use of 1:30 ratio of Invigilators/Federation staff within JCQ guidance. Relevant awarding bodies made aware where appropriate and guidance taken regarding alternative venues. Examinations Officer to apply for special consideration for candidates where they have met minimum requirements to achieve the qualification. Alternative local venue sought after consultation with awarding bodies.
Disruption to examination due to unforeseen circumstances.	Contingency plan activated Special consideration applied for.
Excessive noise.	Examination Officer and a Senior Leader contacted at the earliest opportunity.
Disruption from external visitors outside of the examination.	Examination stopped until resolution of problem.
Fire Alarm	The emergency evacuation plan will be activated. The examination will be stopped, all students and staff will be evacuated in accordance with the examination evacuation procedure until authorised to re-enter the building. The awarding bodies will be contacted to seek advice.
Bomb Threat	The emergency evacuation plan will be activated. The examination will be stopped, all students and staff will be evacuated in accordance with the examination evacuation procedure until authorised to re-enter the building. The awarding bodies will be contacted to seek advice.
Malfunction of subject specific/technical equipment during examination.	Invigilators to alert Examinations Officer/SLT immediately.

	Federation to rectify the faulty equipment as soon as possible. Examinations Officer to contact awarding body and submit special consideration.

CONTINGENCY PLAN FOR UNFORESEEN CIRCUMSTANCES RELATING TO THE CANDIDATES

POTENTIAL RISK	MANAGEMENT OF RISK
Candidate unable to take examination because of crisis. Stress/anxiety caused to candidates due to unforeseen circumstances (e.g. needing to move and examination at short notice).	Candidate must inform Examinations Officer and Head of Centre as soon as crisis is known. Guidance regarding this given in student briefing.
Candidate unable to attend the examination centre to take examination. Candidate taken ill during an examination.	Liaise with candidate if examination can be taken at alternative venue in agreement with awarding body. Examinations Officer to liaise with invigilator to attend alternative venue. Examinations Officer to apply to awarding bodies for special consideration. Medical certificate or other evidence required to submission. Invigilators to alert Examinations Officer/SLT. Examinations Officer to contact awarding body and submit special consideration.

APPENDIX B:
CYBER SECURITY - EXAMS

<table>
<tr><td colspan="2">This document covers a contingency plan with regards to exams and a cyber-attack. A lockdown procedure due to a cyber-attack would affect any online exams due, until the matter is resolved. This can be a varied range of hours, to weeks or months.</td></tr>
<tr><td colspan="2">Exams Contingency Cyber Attack Precautions</td></tr>
<tr><td colspan="2">• Cyber-attacks are on the rise since the pandemic and heightened threats in recent years.
• Any cyber-attack on the Federation should be reported to awarding bodies.
• Centre to remain vigilant regarding suspicious emails that could be trying to gain access to sensitive examination material.
• Staff training on the risks of cyber-attacks to include phishing and how to report any suspected phishing, not to open any suspicious emails or click on links.
• Cyber-attack poses a risk to NEA/coursework stored on computers.
• Coursework stored on Federation servers may be accessed during an attack.
• Where candidate's work is produced electronically the Federation stores documents securely and completes nightly backups of such areas.</td></tr>
<tr><td colspan="2">Exams Contingency Cyber Attack Procedures</td></tr>
<tr><td>Access to internet connectivity maybe affected which will in turn affect exam processes</td><td>• IT manager to provide access to alternative provision such as wireless hotspot device to allow access to secure sites of examine bodies and our cloud MIS system.</td></tr>
<tr><td>Cyber-attack on digital papers files for use during exams on that day on awarding bodies.
Access to their site may be limited or offline.
Digital papers / files may be corrupted and should not be used.</td><td>• Students may require a reader.
• Where exam materials cannot be downloaded, such as audio files, the awarding body would need to be</td></tr>
</table>

	contacted for advice and the exam may need to be delayed.
On screen examinations	• The awarding body would be notified of the issue and guidance. • Where timescales allow access via an alternative centre.
Students working on laptops	• Students may still access the exam and a stand-alone printer used to print their results. • If necessary, students working on laptops may have to use a scribe/reader where devices are affected. • This examination may not be able to be completed fairly. • Special consideration.
MFL listening exams where audio track is played using a computer	• May need to be conducted using the transcript • Inform awarding body.
Photocopiers may not be usable to copy coloured paper copies of scripts.	• Students may require a reader.
Music appraisal exams may not be able to be conducted if the files were not on a CD	• Inform awarding body. Maybe use a hotspot device to access the files so the examination can continue. • This examination may not be able to be completed. • Special consideration

APPENDIX C: RESILIENCE ARRANGEMENTS

POTENTIAL RISK	MANAGEMENT OF RISK
The Scope of Assessment	The College will plan assessment opportunities to gather evidence of student performance in line with our usual assessment approaches, key assessments and checkpoints. Evidence gathered should be sufficient that the College is confident that taken together the evidence is an appropriate assessment of the knowledge, understanding and skills of a student. Students should be assessed on a wide range of content, similar to that they would expect to achieve in the summer exams. Students should only be assessed on content they have been taught at that point in the year. Assessments should be completed in the first half of the academic year where possible to create greater resilience in the face of unforeseen events. Assessments should not exceed the total time students would spend taking exams for the qualification including NEA.
The conditions under which students should be assessed	The College will not share questions before hand. Students will work independently and without assistance other than that as required by reasonable adjustment. Students will not have access to revision notes or books. Students will be supervised during the assessment. Students will be assessed under timed conditions in line with equivalent exams. These steps will ensure the work is authentic and reflects the conditions under which normal exams are taken.

Student awareness	Students will be made aware that any assessment evidence collected and retained under this guidance would be used to determine grades in the event formal exams and assessments could not go ahead.
The conditions under which students should be assessed	Assessments should provide students with opportunities to demonstrate their knowledge and understanding in ways that cover the objectives of the qualification. The assessments should be conducted as formally as possible.
Reasonable adjustments	Records should be made of adjustments and reasons for them. The centre should record why any reasonable adjustment was not made. If the need for a reasonable adjustment is only identified after the assessment has taken place, the record should show the reason for the late identification and where possible, the student should be allowed to sit a different but equivalent assessment with the adjustment in place.
Special consideration for students whose performance is affected by an event outside of their control	If a student's performance is affected by an outside event that is outside of their control at the time of, or immediately before the assessment, such as a bereavement, the teacher should mark the assessment as normal but should record the issues with the Vice Principal in charge of exams, so that these can be taken into account when determining grades. Students and families should communicate this to the College before, or immediately after, the assessment of any such issues.
Marking	Teachers should mark the assessments in line with published exam board mark schemes and guidance where appropriate. As these arrangements are intended to support the existing internal assessment process, students should be given feedback, which could include marks or comments. Students should not repeat assessments with the same questions following such feedback for the purpose of evidence collection. As teams prepare students to take their qualifications, including through key assessments, those papers taken in and before 2019 and from 2023 onwards will be most

	useful when considering the standard of work expected at each grade. There was greater leniency in grade boundaries that is not normally applied in exams. Schools and colleges should therefore ensure they do not consider grade boundaries from 2020, 2021 and 2022 when providing an indicative grade for students. Teachers should make it clear that any grade used to indicate the level at which the student has performed is not an indication of what their final grade would be if it became necessary to award a qualification using the evidence. It will not be possible for a teacher to determine a final qualification grade unless Ofqual sets specific guidance on this, which Ofqual will do only if exams do not go ahead.
Retention of work	Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study.
Non-exam assessment	Where a GCSE, AS or A level includes non-exam assessment (NEA), teachers should support students, wherever possible, to complete that assessment in line with the timescales set by exam boards. Should exams be cancelled, teachers would be expected to take a student's NEA into account when determining a teacher assessed grade.
Project qualifications and GCSE, AS and A level art and design qualifications	Students taking Project qualifications and GCSE, AS and A level qualifications in certain subjects, such as art and design do not take exams in any year. Teachers do not, therefore, need to carry out any additional assessment of students taking these qualifications in case exams cannot take place. They should support students, wherever possible, to complete their non-exam assessments in line with the timescales set by exam boards.
Private candidates	In the unlikely event that the government did consider that exams could not take place in the future, the Department for Education would explore ways to encourage centres to work with private candidates and to provide affordable opportunities for private candidates to work with centres.

APPENDIX D: CONFLICTS OF INTEREST

Staff who have a conflict of interest should do everything in their power to uphold the integrity of the public examinations/qualifications and do nothing which could bring the individual, the centre, or the profession into disrepute. Failure to do so would likely result in disciplinary action being taken.

For further information please refer to the Federation Conflict of Interests Policy.
The table below outlines examples of potential risks and corresponding management strategies; however, it is not exhaustive.

POTENTIAL RISK	MANAGEMENT OF RISK
Conflicts of Interest In accordance with the latest version of the JCQ General Regulations, some conflicts of interest must be declared to awarding bodies:	
1. Any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units.	1. Centre staff entered for examinations by the centre will be marked in accordance with the standardisation and moderation processes of the awarding body. Any units that have completed the internally assessed process will be secured in the examination store or online.
2. Any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units.	2. Members of staff preparing close family members for internally assessed components will declare a conflict of interest to the Examinations Officer who will notify the awarding body.
3. Please refer to the Conflicts of Interest Policy.	3. Records for conflict of interest will be kept with the examinations officer, head of centre and team leaders for the affected subject. They will be aware of the conflict and use suggested protocol to protect all parties.
4. The centre's contingency planning must include succession arrangements for	

members of staff involved in examination and assessment administration.	4. No member of staff will be able to mark their own conflicted assessment and will be not be responsible for entering coursework marks, uploading coursework or any other administration. This will be done by the relevant authority and any digital work will not be stored where it can be accessed by the staff member.