Vyners School

Examination Policy

Policy Statement

As an examination centre, Vyners School is committed to ensuring that the examination management and administration process is run effectively and efficiently. This examination policy will ensure that:

- All aspects of the centre's examination processes are documented and other relevant examination-related policies, procedures and plans are signposted
- Staff are well informed and supported
- All centre staff involved in the examination process clearly understand their roles and responsibilities
- All examinations and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that *"...the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute."* [JCQ General Regulations for Approved Centres (GR)1]
- Examination candidates understand the examination process and what is expected of them

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

This policy will be reviewed by the Headteacher and Examinations Officer annually to ensure ways of working continue to meet JCQ and awarding bodies regulations.

QUALIFICATIONS OFFERED

The statutory tests and qualifications offered at this centre are: Entry level, GCSE, BTEC, OCR Cambridge National and Technical, GCE AS and GCE A2 level. We use the full range of Examination Boards available in England. The decision as to the most appropriate Exam Board is the responsibility of each Subject Leader.

This policy should be read in conjunction with the Policy on Examination Appeals and Assessment Malpractice (included as Annexes 1 and 2 respectively)

1. Implementation of the Policy

Examination Entry

Candidates are selected for their exam entries by the Subject Leader in consultation with the subject teacher

1. <u>Exam entry for Key Stage 4 candidates</u>

The policy regarding exam entry at Key Stage 4 is in keeping with the ethos of the school, i.e. to provide a comprehensive education for all. As a result of this all those students who show the potential to complete their two-year qualification course successfully are entered for the appropriate examinations set by the external awarding body.

1.1 Decision regarding levels of entry

Decisions regarding levels of entry will usually be made after the trial examinations in Year 11. Parents will be given the opportunity to discuss any decisions made by subject staff at Parents' Evening.

1.2 Decisions for Non-Entry

Decisions regarding non-entry are made after consultation between the Deputy Headteacher (Curriculum), the Exams Officer, all relevant subject staff and parents. Decisions regarding non-entry are made on one or more of the following grounds:

(i) insufficient coursework/controlled assessment tasks
(ii) part-time attendance at school, arranged by the school
(iii) poor attendance pattern by the pupil
(iv) allowing a less able pupil to concentrate on a more restricted number of examinations

1.3 Procedure for Non-Entry

(i) consultation with parents
(ii) parents informed in writing – signature requested
(iii) provisional exam entry letter sent for remaining subjects – signed and returned

2. Exam entry for Sixth Form candidates (Years 12 and 13)

2.1 Decisions regarding entry for AS, A2 level examinations and vocational qualifications (BTEC, OCR Nationals)

(i) regular attendance at lessons is required
(ii) completion of all required coursework
(iii) satisfactory performance in assessments throughout the course

These decisions will be taken by the Head of Sixth Form in consultation with the appropriate Subject Leader

The Equality Act 2010, Special Needs and Access Arrangements

- The centre will comply with the Equality Act 2010 to deliver the qualification in accordance with requirements defined by the legislation, awarding bodies and JCQ.
- All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. The JCQ document *'Access Arrangements, Reasonable Adjustments and Special Considerations'* provides detail on all aspects of these arrangements. (http://www.jcq.org.uk/examsoffice/access-arrangements-and-special-consideration)
- A candidate's additional needs requirements are determined by the SENCo, doctor and the educational psychologist / specialist teacher.
- The SENCo will inform subject teachers of candidates with special needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.
- Access arrangements are put in place to allow students with additional educational needs, physical disability, a long-term medical condition, a psychological condition or temporary injury to access the examination / assessment.
- Examples of access arrangements may include a modified examination paper, extra time, use of an electronic device or supervised rest breaks.
- Access arrangements must be applied for and agreed well in advance of an assessment by

the Exams Officer at the direction of the SENCo
- Rooming, invigilation and support for access arrangement candidates will be organised by the Exams Officer.

Late Entries

(i) Entry deadlines are advised to Subject Leaders by the Exams Officer.
(ii) Exceptionally, late entries are authorised by the Deputy Headteacher and Exams Officer.

Examination Fees

- GCSE / BTEC initial registration and entry exam fees are paid by the Centre.
- AS and A2 initial registration and entry exam fees are paid by the Centre.
- Authorised late entry or amendment fees are paid by the Centre.
- Candidates or departments will not be charged for changes of tier, withdrawals made by 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 controlled assessment/coursework requirements.
- Retake fees for first and any subsequent retakes are paid by the candidates.
- Candidates must pay the fee for an enquiry about a result.

Re-Takes

The school follows the regulations regarding re-takes laid down by the Joint Council for Qualifications (JCQ) which, in general, allow candidates to re-take an examination in which they have underperformed. All re-takes must be paid for by the candidate (see above). For vocational subjects, refer to the awarding body's documentation.

Managing Invigilators And Examination Days

Managing invigilators

(i) External invigilators will be used for external examination supervision.
(ii) The recruitment of invigilators is the responsibility of the Exams Officer.
(iii) Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Personnel Officer.
(iv) Invigilators are timetabled and briefed by the Exam Office (BBP).

Exam days

(i) The Exams Officers will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator, including those required for candidates with access arrangements.
(ii) The site management team is responsible for setting up the allocated rooms.
(iii) The lead invigilator will start all exams in accordance with JCQ guidelines.
(iv) In practical exams subject teachers may be on hand in case of any technical difficulties but otherwise do not interact with the exam cohort.
(v) Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Leaders 24 hours after the end of the exam

Candidates Responsibilities, Clash Candidates And Special Consideration

Candidates

(i) The JCQ document '*Instructions for conducting public examinations'* details the responsibilities of the centre and the regulations to which all candidates must adhere

(ii) The Centre's rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
(iii) Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.
(iv) Disruptive candidates are dealt with in accordance with JCQ guidelines.
(v) Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
(vi) The Exams Officer, or their delegate, will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.
(vii) Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the exam invigilator, to that effect. If a candidate is unwell before or during an examination they will be referred to the school welfare who will advise whether the candidate is well enough to sit, or continue, the examination.

Clash candidates

The Exams Officer will be responsible as necessary for identifying supervision, a secure venue and arranging overnight stays as necessary, or seeking an overnight supervision order from the parents and applying to the appropriate exam board.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade applied, by the awarding body, when their performance in an assessment / examination has been adversely affected by an event beyond their control. For example, a temporary illness or emotional issue, a bereavement or a domestic crisis.

(i) 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
(ii) The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Malpractice and breaches of security

Any person(s) involved with malpractice or found to be colluding with malpractice will be dealt with in line with the latest published guidelines in accordance with JCQ. Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to examinations and assessment will be investigated in order to protect the integrity of the qualification and to be fair to the school and its staff as well as all the candidates.

Third Party Delivery

On occasion a student may complete exams through a third party provider such as an AP unit. It is Vyners responsibility to monitor the compliance of the third party provider. An inspection needs to be completed by the SLT Link for Exams and Exams Officer. Vyners must have in place a written agreement with the third party that outlines clearly how the third party is compliant with all JCQ regulations. See Section 3 JCQ Regulations 2026-2027.

Controlled Assessment/Coursework And Appeals Against Internal Assessments

Controlled assessment / Coursework	(i)	Candidates who have to prepare portfolios should do so by the end of the course or Centre-defined date.
	(ii)	Subject Leaders will ensure all controlled assessment/coursework is ready for despatch at the correct time and the Exams Officer will keep a record of what has been sent, when and to whom.
	(iii)	Marks for all internally assessed work are provided to the exams office by the subject teachers.
Appeals against internal assessments	The Centre is obliged to publish a separate procedure on this subject, which is available from the Exams Officer	

Examination Results

Results

Results will be emailed to students by 8.30am on results days and students will be able to collect individual results slips in person at the Centre. Physical copies of results will not be given to anyone other than the candidate without written authorisation from the candidate. Any candidate wishing to have results posted to them must supply a stamped addressed envelope.

Enquiries About Results (EARs) and Access To Scripts (ATS)

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

After the release of results, candidates may request the return of papers within a certain timeframe. If a whole subject result is queried, the Exams Officer, teaching staff and Head of Centre (Headteacher) will investigate the feasibility of asking for a review of marking at the Centre's expense.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. This is at the department's expense.

GCSE review of marking cannot be applied for once a script has been returned.

Examination Certificates

Certificates are either presented in person and collected and signed for or posted by registered post.

Certificates may be collected on behalf of a candidate by a family member, provided they have written authorisation from the candidate to do so. The Centre retains certificates for three years, after which the candidate should refer to the awarding body.

Roles and Responsibilities

The Headteacher

The Headteacher is the Head of Centre and has overall responsibility for the school as an examination centre and is responsible for reporting all suspicions or actual incidents of malpractice.

Assistant Headteacher

- has delegated responsibility for the oversight of examinations
- line manages the Exams Officers
- is responsible for the centres is cyber security in consultation with the Network Manager
- is responsible for the monitoring of 3rd parties (such as AP centres) delivering exams on behalf of the school and ensuring they are compliant with the JCQ regulations.
- advises on appeals and re-marks
- is responsible, in consultation with the Exams Officer, for reporting all suspected or actual incidents of malpractice. Refer to the JCQ document S*uspected malpractice in examinations and assessments*

Exams Office

- manages the administration of public and internal exams and results
- maintains systems and processes to support the accurate and timely entry of candidates for their exams.
- ensures that access arrangements are requested where relevant
- issues statements of entry to each candidate and ensures that reported anomalies are dealt with promptly
- advises the Senior Leadership Team, subject teachers and form tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- produces and distributes to staff and candidates 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 those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary controlled assessment work is completed on time and in accordance with JCQ guidelines
- submits candidates' controlled assessment marks on schedule and stores returned controlled assessments and any other material required by the appropriate awarding bodies correctly
- distributes requests for estimated grades to Subject Leaders and ensures that data is returned to the exam boards
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements as instructed by the SENCO and makes applications for special consideration according to the JCQ regulations and guidance
- identifies and manages exam timetable clashes
- accounts for income and expenditure relating to all exam costs/charges
- line manages the exam invigilation team and organises their recruitment, training and monitoring
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Deputy Head (Curriculum), any appeals/re-mark requests

Exam Invigilators

- are responsible for conducting each examination according to the JCQ regulations
- collect exam papers and other material from the exams office before the start of the examination.
- set out the examination room and administer the exams in accordance with the JCQ guidelines, including for candidates with access arrangements
- collect all exam papers in the correct order at the end of the exam and return them to the Exams Officer.
- report any suspected malpractice to the Exams Officer immediately

Candidates

- understand controlled assessment/coursework regulations and sign a declaration that authenticates the controlled assessment/coursework as their own.
- check the accuracy of their exam statement of entry and report any anomalies immediately to the Exams Officer
- ensure that they have prepared themselves adequately for the exam
- arrive punctually to register for the examination
- bring all necessary equipment, appropriately stored
- behave throughout the examination in accordance with the JCQ guidelines

Teachers/Subject Leaders

- inform the Exams Officers of the names of students to be entered for examinations, the season in which they need to be entered and the level of entry.
- guide candidates who are unsure about exam entries or amendments to entries.
- carry out analysis of results based on the data supplied by the Data Manager
- Complete controlled assessment/coursework mark sheets and declaration sheets accurately and on time.
- ensure the accurate completion of entry and all other mark sheets
- adhere to deadlines set by the Exams Office.

SENCo

- Identities and arranges testing of students who may require appropriate access arrangements for public examinations
- Liaises with subject teachers to ensure adequate evidence of need is available prior to applying for access arrangements
- Liaises with the Exams Officers in applications for access arrangements required by candidates and in providing approved access arrangements for the assessment / examination
- Carries out responsibilities as per the non-examination assessment arrangements

Parents/Carers

- Check the examination statement of entry for their child and complete any required paperwork. Where queries exist it is the responsibility of the parent/carer via the student to clarify these queries immediately with the Exams Officers. Failure to do so may result in amendment fees being incurred by the parent/carer.

Data Manager

- manages the analysis of examination results
- prepares and presents reports to the SLT and other relevant staff showing results achieved in relation to expected grades and comparable data for previous years

Network Manager

- ensures the school is cyber secure
- sets up devices for students using computers and ensures they are compliant with JCQ regulations.

Contingency Plan

We have a full contingency plan which provides guidance as to our action and procedures in the event of a major disruption to the examination system. Government advice will be followed regarding all aspects of exams.

MONITORING AND EVALUATION OF THIS POLICY

General oversight of the application of this policy will be the responsibility of the Local Governing Body Education and Standards Committee. This policy will be reviewed as per the policy review schedule of the Committee.

On a day-to-day basis, monitoring and execution will be the responsibility of the Assistant Headteacher with oversight of examinations and the Exams Officer in accordance with their job description.

The evaluation of the implementation of the examinations policy will take account of whether the policy provides a framework within which examinations:

- are planned and managed efficiently in the best interests of the candidates
- comply with JCQ regulations

Ratification by Local Governing Body

Ratification Date March 2026

New Review Date: March 2027

Vyners School

Exams Appeals Policy

The purpose of this policy is to ensure that;

- There are clear procedures for learners to enable them to enquire, question or appeal against an assessment decision.
- Any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal.
- The Head of Centre facilitates the learner's ultimate right of appeal to the relevant exam board, once the Centre's appeal procedure is exhausted.

1. Aims

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

2. Implementation

Vyners School undertakes to;

- Inform the learners at an appropriate time of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

Last reviewed: **March 2026**

Date of next review: **March 2027**

Vyners School

Non-Examination Assessment Policy

THIS MUST BE READ IN CONJUNCTION WITH ALL JCQ AND SPECIFIC EXAM BOARD GUIDANCE AND REGULATIONS NON-EXAMINATION ASSESSMENT POLICY FOR VYNERS SCHOOL

1. **Process**
   The procedures relating to non-examination Assessments in the summer 21 season, will be carried out in line with JCQ guidance as it is released. Where possible and where appropriate, this work will be completed as fully as possible but where this is not possible because of reasons beyond the student's control, the work will be graded in its incomplete state without disadvantaging the student.

2. **Deadlines**
   Entries for non-examination assessments must be made at the appropriate time. The assessment marks must be submitted to the exam board by the appropriate date. Internal deadlines for marking must be set in order to allow time for any candidate requests for reviews of marking and still meet the deadline for the submission of marks and candidates work, as published by the awarding body. If the deadlines are missed students may not be entered into the A Level and will be entered into the AS Level course.

3. **Responsibilities**
   It is the responsibility of each Curriculum Leader to obtain the non-examination assessment task details from the exam boards. It is the responsibility of the teacher delivering the NEA to explain the rules around plagiarism (especially A.I use) and ensure all candidates follow the rules outlined by the exam board. It is the responsibility of the Curriculum Leader to ensure that all teachers delivering the NEA content do so in accordance with the rules and regulations and to report any concerns regarding malpractice to the AHT in charge of Exams.

4. **Student Contract**
   All students in Year 13, 12 & 11 will receive a presentation from the Exams SLT Link or the class teacher explaining the rules and regulations regarding NEA/Coursework. Students will then sign a declaration stating they have read and understood the rules and regulations. Student Contract:

   Non-examination Assessments and Coursework Student Contract

5. **Timetabling**
   The Curriculum Leader should choose the most appropriate time for the non-examination assessment to take place.
   The Non-Examination Assessment may take place during timetabled class time.
   Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when a high level non examination assessment is taking place.

6. **Accommodation**
   Relevant display materials must be removed or covered up.
   Ensure sufficient suitable classroom space is available to conduct the planned Non-Examination Assessment.

7. **Security**

All assessment materials must be locked in a suitable secure cabinet within the department at the end of each session.

Separate user accounts for exam use must be used for high control level work. These must have no access to the internet or e-mail and must only be accessible during the non-examination sessions. If work is saved on memory sticks these must be collected in after each session and locked away as above.

If suspected malpractice occurs, the Exams Officer, the SLT exams line manager and Headteacher must be informed.

If a student's work is lost within the school, this must be reported to the exam board via the relevant senior staff.

Candidates' work must be securely stored until all results have been verified. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.

8. **Absence/Access arrangements**

If a student is absent, the teacher must allow that student the chance to make up the time if necessary.

Attendance records from assessment sessions should be kept by the class teacher.

For long absences, special consideration should be applied for.

Access arrangements do apply to non-examination assessments.

HOD/Teacher to liaise with SENCo to ensure appropriate access arrangements are implemented.

Re-sits of non-examination assessment may be allowed in the next exam session.

9. **Presentation**

Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.

Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.

10. **Authentication**

Authentication forms must be signed by the teachers and candidates.

11. **Marking**

Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessment.

The centre must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body – see below

Marking **must not** be completed solely through the use of A.I. Teaching staff are ultimately responsible for the marking of all work. After the results are published it may be possible to request a re-moderation of the work.

Reviews of marking - centre assessed marks
(GCE and GCSE non-examination assessments)

Vyners School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Vyners School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Vyners School will ensure that candidates are informed of their centre assessed marks 8 working days before the official board deadline, so that they may request a review of the centre's marking before marks are submitted to the awarding body.

2. We will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Vyners School will, having received a request for copies of materials, promptly make them available to the candidate.

4. We will provide candidates with a 4 working day window of time in order to allow them to review copies of materials and reach a decision.

5. Requests for reviews of marking **must** be made in writing, at least 8 working days before the official exam board deadline

6. Vyners School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

7. We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

8. Vyners School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Vyners School and is not covered by this procedure. This process will be led and managed by the Assistant Headteacher in charge of exams and the Examinations Officer, with a report being provided to the Head of Centre at the conclusion of the appeal.
The following letter is handed to students on award of the mark for an NEA and outlines the appeals process.

NEA Mark Feedback Letter

Last reviewed: **March 2026**

Date of next review: **March 2027**

Vyners School

Examination Contingency Plan

Legal

- To meet the requirements of the Ofqual Joint Contingency Plan
- To meet the requirements of the Joint Qualifications Council (JCQ)

Monitoring And Review

- This policy will be subject to continuous monitoring, refinement and audit by SLT responsible for Examinations (Assistant Head)
- The Assistant Head will undertake a formal annual review of this policy for the purpose of monitoring by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- In the event of Covid-19 restrictions or similar being put in place, the school will follow government guidelines and implement the appropriate contingency plan in line with the Covid-19 risk assessment.
  The next official date for review is **March 2027.**

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Summary of School responsibilities in the event of disruption to examinations
Useful links and information

Aims Of The Contingency Plan

The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system at Vyners School affecting candidates across several awarding organisations.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Vyners School

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The priority when implementing contingencies will be to maintain three principles:
- ➢ **delivering assessments to published timetables**
- ➢ **delivering results to published timetables**
- ➢ **complying with regulatory requirements in relation to assessment, marking and standards.**

If the usual contingencies are no longer sufficient to maintain these outcomes, the Senior Leadership Team will meet to agree the additional actions required.

Communications
In the event of local disruption, communication to teachers and students will take place through the usual channels via text and on the school website.

In the event of major disruption, details of specific contingencies agreed across Organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.
www.ofqual.gov.uk/

The organisations involved in this Joint Contingency Plan are committed to:
- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate.

1. Disruption Of Teaching Time – School Closed For An Extended Period

If Vyners School is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning. It is the responsibility of the School to prepare students, as usual, for examinations.

- The School should plan to facilitate teaching and learning by an alternative method or alternative location.
- The School may offer candidates an opportunity to sit any examinations missed at the next available series

Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website:
https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

2. Disruption In The Distribution Of Examination Papers

If the distribution of examination papers to centres in advance of Examinations is disrupted:

- The awarding organisations to source alternative couriers for delivery of hard copies.
- The awarding organisations would provide the School with electronic access to examination papers via a secure external network. Awarding organisations would fax examination papers to centres if electronic transfer is not possible. The Examinations Officer must ensure that copies are received, made and stored under secure conditions.

3. Candidates Unable To Take Examinations Because Of A Crisis

This contingency applies if Vyners School becomes closed due to extreme issues on the school site e.g. Fire, Flood.

- The School can liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website: https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
- The School can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. JCQ guidance on special consideration can be accessed through the JCQ website: www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations andguidance

4. Centres Are Unable To Open As Normal During The Examination Period

If Vyners School is unable to open as normal for scheduled examinations, it must inform each awarding organisation with which examinations are due to be taken as soon as possible.
The responsibility for deciding whether it is safe for the School to open lies with the Head of Centre. The Head of Centre is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.

- The School should open for examinations and examination candidates only if possible
- The School should use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public buildings, if possible).
- The School may offer candidates an opportunity to sit any examinations missed at the next available series
- The school will use alternative evidence such as mock exams that have been conducted under exam conditions if a national lockdown takes place.
- The School can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3, page 6)

5. Examination Staff Absence

In the event that key Examination staff are absent, the hierarchy of responsibility is as follows:

- Examinations Officer
- Assistant Headteacher – responsible for exams
- Deputy Headteacher - Curriculum

6. Disruption To The Transportation Of Completed Examination Scripts

If there is a delay in normal collection arrangements for completed examination scripts.

- The School will seek advice from awarding organisations and normal collection agency

regarding collection. The School must not make arrangements for transportation without approval from awarding organisations.

- The School must ensure secure storage of completed examination scripts until collection.

7. Assessment Evidence Is Not Available To Be Marked

If due to large scale damage to, or destruction of, completed examination scripts/assessment evidence before it can be marked.

- The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- The candidates should retake the affected assessment at the subsequent assessment window.

8. Awarding Organisations Unable To Issue Accurate Results

Due to system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate.

- The candidates, School and stakeholders will be informed of any incorrect results
- The awarding organisations will re-validate results
- The awarding organisations to re-issue results, via alternative format if necessary.

9. Centres Are Unable To Distribute Results As Normal

- If the School is unable to access or manage the distribution of results to candidates, or to facilitate post results services.
- **The School should contact the awarding organisations about alternative options:**
  - The School will make arrangements to access its results at an alternative site.
  - The School will make arrangements to coordinate access to post results services from an alternative site.
  - The School will share facilities with other centres where possible.

10. Cyber Attack

- The IT Team and RM will inform the Exams Officer and SLT that a Cyberattack has taken place.
- The Exam Officer will inform all awarding bodies in the event of a cyberattack
- The Exams Officer will work from Vyners School and/or home
- The IT team will liaise with RM to resolve all issues and the Exams Officer will keep all awarding bodies informed of the situation.
- The Head of Centre or nominated Senior Leader will take guidance from JCQ and plan according to this guidance.

11. Failure Of IT Systems

- The entries for any exam season will be made well before the final entry deadline to allow any issues arising to be resolved
- The Exams Officer will liaise with the school's IT support department in order to fix any problems arising
- The Exams Officer will contact the exams board in the event of an MIS system failure at results release time and follow advice given to obtain student results.

12. EMERGENCY EVACUATION OF THE EXAM ROOM OR CENTRE LOCKDOWN

- Invigilators will follow the evacuation procedure with the assistance of the Exams Officer and SLT to ensure students are evacuated safely and remain under exam conditions until the exam can proceed
- If the exam cannot continue, the Exams Officer will contact the relevant exam board and seek advice
- In the event of a partial lockdown the exam will continue and the Exams Officer will inform the awarding bodies

- In the event of a full lockdown students will get underneath their examination table. Invigilators turn off the lights and block the four entrances to the examination hall.

SUMMARY OF SCHOOL RESPONSIBILITIES IN THE EVENT OF DISRUPTION TO EXAMINATIONS

- Preparing plans for any disruption to exams as part of centres' general emergency planning.
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

USEFUL LINKS AND INFORMATION

- JCQ - http://www.jcq.org.uk
- Ofqual - http://www.ofqual.gov.uk
- AQA - http://www.aqa.org.uk/
- Edexcel - http://qualifications.pearson.com/en/home.html
- OCR - http://www.orc.org.uk
- WJEC - http://www.wjec.co.uk
- CIE - http://www.cie.org.uk
- IFS - http://www.ifslearning.ac.uk
- DfE - http://www.education.gov.uk
- EDI - http://www.ediplc.com
- UCAS - http://www.ucas.ac.uk
- JCQ: Special Considerations Guidance - http://www.jcq.org.uk/exams-office/access-arrangements-and specialconsideration/regulations-and-guidance/a-guide-to-the-special-considerationprocess
- JCQ – Instructions for conducting examinations http://www.jcq.org.uk/exams-office/ice---instructions-for conducting-examinations
- DfE guidance on dealing with disruption to teaching and learning http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advic eon severe-weather

Vyners School

Cyber Security Policy

1. Introduction

Vyners School is committed to safeguarding its information assets, IT systems, and the personal data of students, staff, and stakeholders from cyber threats. This policy sets out our approach to cyber security, outlines roles and responsibilities, and ensures compliance with relevant UK legislation, including the Data Protection Act 2018, UK GDPR, and Keeping Children Safe in Education guidance.

2. Scope

This policy applies to all staff, students, governors, and any third parties who have access to Vyners School's IT systems and data.

3. Roles and Responsibilities

Role	**Responsibilities**
Head of Centre	*Overall responsibility for policy implementation and cyber security strategy.*
IT Manager/Team	Liam Watson, Network Manager - *Implement technical controls, monitor systems, respond to incidents, manage access and updates.*
Data Protection Officer	Karen Williams - Business Manager - *Ensure compliance with data protection law, advise on data handling, and oversee data breaches.*
All Staff	Follow this policy, complete annual training, report incidents or concerns promptly within the centre.
Governors	Oversee and review cyber security arrangements and policy compliance.
Students/Users	Use IT systems responsibly and report any concerns.
Others	Adam Newbey SLT Exams/Network - manages the situation and communicates to all impacted by the attack.

4. Technical Security Measures

Vyner School implements the following security measures, scaled to our size and needs:

- Firewalls and network security controls.
- Anti-virus and anti-malware software on all devices.
- Regular software updates and patch management.
- Secure data backup and tested recovery procedures.
- Encryption for sensitive and personal data.
- Multi-factor authentication (MFA) for critical systems and remote access.
- Secure configuration and monitoring of cloud services
- Prompt removal of access for leavers.

5. User Account Management

- Password governance must follow NCSC Guidance:
  - Three random words - NCSC.GOV.UK
  - Password policy: updating your approach - NCSC.GOV.UK
- Access control and permissions are based on job roles and reviewed regularly.
- Accounts are promptly disabled when users leave.
- Account activity is monitored and audited.

6. Staff Training and Awareness

- All staff must complete annual cyber security training and annual refresher training.
  - Phishing awareness and social engineering defence training.
  - Records of cyber training must be retained for all staff and be available for inspection.

7. Incident Response Plan

- All staff members must report any suspected security incidents or concerns to Liam Watson via email immediately.

a. Steps for identifying and reporting incidents:
   - Network Manager to inform SLT of Cyber Attack
   - SLT for Exams to inform Exams Officer
   - Exams Officer to inform Awarding Bodies
   - Network Manager to work with Trust Lead and NCSC to fix issues linked to the cyber attack
   - Exams officer to conduct exams as usual on exam papers
   - SLT link to inform parents, staff and students conducting an exam of the incident.
   - Conduct exams as usual where possible

b. Incident response team: Liam Watson (Network Manager), Adam Youens (Network Technician), Adam Newbey (SLT Link)

c. Communication plan for stakeholders – SLT link and Exams Officer to inform awarding bodies immediately and take guidance from the NCSC.

d. Post-incident review process: Conduct a review to identify lessons learned and update procedures if necessary.

8. Compliance and Auditing

- Annual review and update of this policy - Adam Newbey (SLT Link Exams and Network)
- Regular internal audits: Half Termly

9. Policy Review

- This policy will be reviewed annually by a member of the Senior Leadership Team and updated as necessary to reflect changes in technology, threats, and best practices.
- This policy will be ratified by: [Board of Governors, Senior Leadership Team]

Vyners School

Malpractice Policy

Any person(s) involved with malpractice or found to be colluding with malpractice will be dealt with in line with the latest published guidelines in accordance with JCQ. Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to examinations and assessment will be investigated in order to protect the integrity of the qualification and to be fair to the school and its staff as well as all the candidates.

1. Aim of Policy

- To identify and minimise the risk of malpractice by staff or students.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of Vyners school, exam boards and qualifications.

2. Implementation

Vyners School undertakes to:

- Seek to avoid potential malpractice by using the induction period and student handbook to inform students of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Require students to declare that their work is their own by signing the Exam Board Submission Form if NEA.
- Require students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Malpractice may be suspected by the teacher or reported by a student. In both instances the matter will be referred to the Subject Leader, Exam Office and SLT Line Manager to fully investigate.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed through the following stages:
  - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
  - Give the individual the opportunity to respond to the allegations made.

  - Inform the individual of the avenues for appealing against any judgement made.
- Document all stages of any investigation
- Students found guilty of malpractice will have the unit grading disregarded with no opportunity to resubmit if this is NEA or Coursework. Students may also be withdrawn from the course, depending on the nature of the malpractice. The level of sanction will be decided by the Subject Leader in conjunction with the Assistant Headteacher and the Headteacher.
- Staff suspected of malpractice will be subject to school disciplinary procedures (Vanguard Learning Trust Disciplinary and Gross Misconduct Procedure).
- Staff found guilty of malpractice will be sanctioned as outlined in the policy.
- In line with regulations, the Exam Board will be informed of any proven malpractice, and sanctions imposed, by the member of staff responsible for BTEC Quality Review.
- **If malpractice takes place during an examination the Lead Invigilator will inform the Exams Officers who will then inform the Assistant Headteacher. The Exam Officers will inform the Exam Boards of any malpractice and take guidance. The Head of Centre will be informed of the process.**
- See part 4 for A.I Misuse and Malpractice

3. Definitions

Definition of Malpractice by Students:

This list is not exhaustive and other instances of malpractice may be considered by this Centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with others to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- The use of A.I to generate work which is then passed off as the students own work without referencing.
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by School Staff:

This list is not exhaustive and other instances of malpractice may be considered by Vyners School at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates

- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Centre staff producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated.
- Allowing evidence, this is known by the staff member not to be the learner's own, to be included in a student's assignment/task/portfolio/ coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special student requirements, for example where students are permitted support, such as an amanuensis, this is permission up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

4. Artificial Intelligence (A.I) Guidance

Aims:

The aim of this section is to provide guidance and support to all students and staff with regard to the use of generative Artificial Intelligence (AI) in school; whilst ensuring that we protect the integrity of assessments, in line with the guidance from the JCQ.

Implementation:

- At Vyners we are keen to embrace the opportunities that Artificial Intelligence (AI) affords our learners, and we are aware of the need to educate students and prepare them for the workplace, where AI will potentially play a key role.
- We encourage the use of AI to expand classroom instruction, facilitate personalised learning, develop student curiosity, critical thinking and personalised learning.
- We also encourage the use of AI to reduce teacher workload and provide feedback and personalised assessment of student work.
- AI will not replace direct instruction of teacher interaction.
- Teachers will guide and monitor student use of AI, to ensure that it aligns with the School's curriculum objectives and learning outcomes.
- We will take a proactive stance about AI-related safeguarding risks.
- We will ensure that any use of AI in Non-Examination Assessment (NEA) materials is compliant with the guidance set out by the JCQ: https://www.jcq.org.uk/wpcontent/uploads/2024/02/AI-Use-in-Assessments_Feb24_v3.pdf
- We continue to ensure that examinations are secure from the use of AI, as set out in our

Misuse of Artificial Intelligence in NEAs:

Students must make sure that work submitted for assessment is demonstrably their own. If sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and the student must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be

rewarded. If teachers have doubts about the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action.
Monitoring of AI use in order to reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

- Explain the importance to all students of submitting their own independent work for assessments.
- Ensure that students are clear about how to reference the use of technology and websites appropriately.
- Ensure they are familiar with AI tools, their risks and the available AI detection tools.
- Ensure that if necessary, they know how to disable access to AI/internet if they need to.
- Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration
- Set reasonable deadlines for the submission of work and provide reminders.
- Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- Examine intermediate stages in the production of work to ensure that there is a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- It may occasionally be necessary to engage the student in a short verbal discussion about their work to ascertain that they understand it and it reflects their own independent work.
- Not accept, without further investigation, any work that they suspect may have been generated without proper acknowledgement

Identifying misuse:

Teachers and leaders will use a wide range of approaches to review work. These include comparing the assessment material with work previously created by the student. If the teacher suspects malpractice, then the piece of work in question must be presented to SLT and the Exams Officer who will enlist the help of the IT Department to make use of Automated Detection software to check and verify these concerns.

Use of AI in Exams:

We will not use AI in any exam without prior written approval from the JCQ. All AI-based assistance and software will be subject to the regulations laid out by the JCQ. AI-based assistance or software may only be used if it is authorised by the JCQ and is used in accordance with the regulations.

Reporting of Non-Compliance:

Any staff member who identifies any AI-based activities or software that is or may be in violation of the JCQ regulations must report the activity or software immediately to the Exams Officer. Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per the Vyners Malpractice Policy. If AI misuse is identified the consequences may include, but are not limited to:

- Invalidation of the NEA in question
- A failing grade for the NEA or the entire course

Monitoring And Evaluation Of This Policy

General oversight of the application of this policy will be the responsibility of the Local Governing Body Education and Standards Committee. This policy will be reviewed as per the policy review schedule of the Committee.

On a day-to-day basis monitoring and execution will be the responsibility of the Assistant Headteacher with responsibility for exams and the Exams Officer in accordance with their job description.

The evaluation of the implementation of the Malpractice Policy will take account of whether the policy provides a framework within which procedures:

- are planned and managed efficiently in the best interests of the candidates
- comply with JCQ regulations and requirements of the awarding body

Last reviewed: **March 2026**

Date of next review: **March 2027**

Vyners School

BTEC Registration and Certification Policy

Aim:

- To register individual students to the correct programme within agreed timescales.
- To claim valid student certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual student registration and certification claims can be tracked to the certificate which is issued for each student.

In order to do this we will:

- Register each student within the awarding body requirements.
- Register each student on Edexcel Online on the appropriate programme code, before any assessment activity is completed
- Provide a mechanism for programme teams to check the accuracy of student registrations.
- Make each student aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to student details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

Registration Procedure

- Students register with the school at the start of each academic year after discussion with the school as to the appropriate course for the student's interests and prior attainment, and the awarding body's requirements.
- The Examinations Officer registers the student on Edexcel Online on the appropriate programme code.
- The subject leader checks the registration and confirms the registration status with each student enrolled on the programme.

Transfer Procedure

- Students are not able to transfer programmes once they have commenced due to the limited number/range of programmes available at this centre.
- Year Leaders will explore alternative courses available at the centre or, where appropriate, at other suitable centres.

Withdrawal Procedure

- In the event of a student wishing to withdraw, they should, in the first instance, discuss the matter with their tutor to establish whether issues leading to the request to withdraw could be resolved so that the student could complete the programme

- In the event that the student is withdrawn from the programme, the Examinations Officer will notify Edexcel and include unit grades achieved to the point of withdrawal in the following interim report.
- In the event that a student is withdrawn from the programme between 1st September and 31st January and has not completed any units, the Exams Officer will apply to Edexcel for their registration to be deleted and fees refunded.
- The school will keep all records safely and securely for 3 years from the date of withdrawal.

Unit Certification Procedure

- Units are assessed, internally verified and reported to Edexcel as detailed in the subject specific information.
- A spreadsheet is completed detailing the date the assignment was set, its deadline for completion, the date assessed and the mark, date submitted for certification, date certification received and certified mark
- Students are advised of certified marks for units as they are received by the Subject Leader

Certification

- Final reporting to Edexcel of unit grades in July for certification in August according to actual dates notified annually.
- Dates of all public examinations are published on the school website and notified to the registered students when they are published by the awarding body.

Staff roles & responsibilities

SLT lead Assistant Headteacher - BTEC Quality Review
Subject Leads Lead IV IT BTEC
Examinations Officer - Responsible for student registrations with Edexcel and related matters

MONITORING AND EVALUATION OF THIS POLICY

General oversight of the application of this policy will be the responsibility of the Local Governing Body Education and Standards Committee. This policy will be reviewed as per the policy review schedule of the Committee.

On a day-to-day basis monitoring and execution will be the responsibility of the Assistant Headteacher with responsibility of BTEC Quality Review and the Exams Officer in accordance with their job description.

The evaluation of the implementation of the Registration and Certification Policy will take account of whether the policy provides a framework within which procedures:

- are planned and managed efficiently in the best interests of the candidates
- comply with BTEC regulations and requirements of the awarding body

Last reviewed – March 2026

Date of next review – March 2027

Vyners School

BTEC Assessment Policies

1. AIMS

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of students or individual student
- To ensure that assessment of BTEC programmes is to the national standard.
- To ensure that there is equal and fair access to assessment for all students.
- To ensure that students are given realistic targets and informed of their progress.
- To ensure that achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

2. IMPLEMENTATION

Vyners School undertakes to;

- Ensure that students are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess student's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' student achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Assessment, Resubmission and Assignment Briefs information is provided to students in the BTEC Student Handbook.

Assessment Plans are detailed in the BTEC Student Handbook under Subject Specific Information and include assessment windows. Data collection points for all year groups are scheduled on the school calendar along with dates for reporting to parents.

Assessment Recording & Tracking

- For each assignment, the teacher will formally record the assessment result and confirm the achievement of specific criteria.
- All departments complete a Centre Assessed Grade (CAG) spreadsheet to rank relative marks which informs grade allocations and produces an accurate picture of progress between

assessment points. Additionally, this necessarily addresses unconscious bias and special considerations in grade allocation.

- Student progress is regularly reviewed with the Senior Leader linked to the department. Action plans are put in place for students identified as underperforming.
- All departments submit internally-moderated data centrally to SIMS which forms the basis of reporting to parents.

MONITORING AND EVALUATION OF THIS POLICY

General oversight of the application of this policy will be the responsibility of the Local Governing Body Education and Standards Committee. This policy will be reviewed as per the policy review schedule of the Committee.

On a day-to-day basis monitoring and execution will be the responsibility of the Assistant Headteacher with responsibility of BTEC Quality Review and the Exams Officer in accordance with their job description.

The evaluation of the implementation of the BTEC Assessment Policy will take account of whether the policy provides a framework within which procedures:

- are planned and managed efficiently in the best interests of the candidates
- comply with BTEC regulations and requirements of the awarding body

Last reviewed: **March 2026**

Date of next review: **March 2027**

Vyners School

Vocational Assessment Appeals Policy

The purpose of this policy is;

- That there are clear procedures for students to enable them to enquire, question or appeal against an assessment decision.
- That any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal.
- That the Headteacher of Vyners School facilitates the student's ultimate right of appeal to Pearson, once the school's appeal procedure is exhausted. A candidate can only appeal to Person if they believe Pearson has not applied its procedures consistently or if procedures were not followed properly and fairly.
- If a learner has exhausted the centre's internal appeal process and believes the centre has not followed its own internal policy they can then appeal to Pearson directly.

1. AIMS

- To enable the student to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the student and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a student's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all students and the integrity of the qualification.

2. IMPLEMENTATION

Vyners School undertakes to;

- Inform the student, at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a student considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other students and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

3. PROCEDURE

Stage One- Verbal
If a candidate is unhappy about the mark awarded for internal assessment they should proceed as follows:

1. The candidate should ask the subject teacher to explain why the mark was given.
2. If the candidate is still not happy with the explanation they receive then they should contact the Head of Department/Lead Internal Verifier for that particular subject area.

Stage Two- Written
If the situation has still not been resolved then the candidate has the right to a written appeal.

1. The appeal should be made in writing to the Head of Department stating the details of the complaint and the reasons for the appeal.
2. The teacher(s) concerned in marking the assessment which is the subject of appeal will respond to the appeal in writing.

Stage Three- Meeting
If the candidate is not happy with the written response they have received then they can request a personal hearing before an appeals panel. The appeals panel will normally consist of the Head of Department, the member of staff concerned and a member of Senior Leadership unconnected with the subject concerned. The candidate can be supported in the presentation of his/her case by a parent/guardian. A written record should be kept of the proceedings and should include the outcome of the appeal and the reasons for this. A copy of the records should be sent to the candidate.

Stage Four- Outcome
The school will maintain a written record of all appeals. The school will inform the Awarding Bodies of any change to an internally assessed mark as a result of an appeal. All appeals should have been resolved by the date of the last externally assessed paper of the examination series.

Pearson's Appeals policy relates only when centres believe that Pearson hasn't applied its procedures consistently, or if procedures were not followed properly and fairly. If a learner has exhausted the centres internal appeals process and believes the centre has not followed internal policy, they can then appeal to Pearson directly.

Note: Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the Academies control will not be considered in the Academies appeals procedure.

Last reviewed: **March 2026**

Date of next review: **March 2027**

BTEC Assessment Appeal Form

Programme: ……

Name of student: ……..……..

Name of assessor: ……...

Name of internal verifier: ……..……

Date of assessment: ……..……

Unit(s) assessed: ……..……

Stage 1: Assessor's comments

Assessment details

Student's reason for appeal

Student's signature …… Date ……..……

Assessor's signature …… Date ……..……

Assessor's decision	
Date appeal received: ……...	Name: ……..……
Date of reply: ……	Signature: ……

Stage 2:

Internal Verifier's comments	
Date appeal received: ……...	Name: ……
Date of reply: ……	Signature: ……

Stage 3:

Appeal Panel's comments	
Date appeal received: ……...	Name: ……
Date of reply: ……	Signature: ……

Entered into Appeal Record Log? ( )

Date appeal logged: …… Signature: ……..……

Name: ……

Vyners School

Internal Verification (IV) Policy

(BTEC ASDAN, OCR)

The purpose of this policy is;

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all BTEC programmes delivered by the Centre (Vyners School).
- To be part of an audit trail of student achievement records.
- To provide feedback to inform Centre quality improvement.

1. AIMS

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

2. IMPLEMENTATION

Vyners School undertakes to;

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Standardise IV documentation
- Use the outcome of internal verification to enhance future assessment practice.

Last reviewed: **March 2026**

Date of next review: **March 2027**

Appendix 1

NEA Mark Feedback Letter

Understanding how your work has been assessed:

Your work has been assessed in school. You can be confident that the mark you have been awarded is accurate. A rigorous process has been followed to ensure that your mark is the right one. In particular, the teachers marking this work:

- Have knowledge, understanding and experience of marking the NEA.
- Have received guidance and training from the Awarding Body.
- Have followed detailed mark schemes and exemplar materials.
- Have worked together to complete a moderation process. This means they have looked at examples of one another's marking, and ensured that work is being marked in a consistent way.

The Awarding Body will request a sample of the work which has been assessed in school, and ensure that this work is marked to the correct standard. It is important to know that any NEA submitted may be downgraded or upgraded once the exam board has moderated the sample. This is beyond the control of any member of staff at Vyners School.

Requesting a review of your mark:

If you feel your work has been incorrectly assessed, you may request a review of the mark. However, you should be able to identify why you feel this is necessary as the school is confident that your work is marked accurately.

Please also note that your mark might go down, as well as up, as a result of the review and you can not revert to the previous mark if this is the case. You cannot pick the better mark of the two.

If you wish to request a review, you must follow this process:

- You must think carefully about your work, and look closely at the mark scheme which has been used to assess it. You need to be able to state why you feel your work should have been awarded a higher mark.
- You must complete the NEA review form below.
- You must sign this and return it to Mr Newbey or the Exams Office no later than **9.00am** on the **11th May 2026**
- There is a charge for a review of the mark. This is £15 . This is to cover the costs of completing the review. If you are experiencing financial hardship but wish to request a review of mark, speak to Mr Newbey in confidence.
- If you do not meet the deadline, it will not be possible to review your work.

Request for an NEA mark review sheet

Name:

Form:

Candidate number:

Full title of the piece of work for which you want a review of the mark:

Subject area for which this work was produced:

Please explain why you feel a review of the mark is needed. You should refer to the mark scheme and your work as you do this. You should explain what aspects of your work you feel have been assessed inaccurately.

I understand that the mark for my work may remain the same, or may go up or down as a result of this review. I understand that I shall have to accept the mark I am given as a result of the review process.

Signature:

Date:

Appendix 2:

Non-examination Assessments, Coursework and EPQ Student Contract

Students are required to read the following rules and regulations regarding NEA, Coursework components and EPQ of their GCSE/GCE courses.

The joint council for Qualifications (JCQ) outlines the following rules relating to NEA and Coursework. In this case the word 'work' relates to both NEA and Coursework and can take varying forms.

I am aware that:

- On completion of my work I will sign a declaration confirming that the work is my own.
- If I receive any help other than from my teacher I must declare it to my teacher.
- If I worked as part of a group for any part of the work I must write up the assignment on my own.
- I must meet the deadlines set by my teacher and the department.
- I must not leave my work lying around or share it with anyone else. This includes posting any work on Social Media.
- I must not use any pre-prepared or A.I generated online work and try to pass it off as my own. <u>THIS IS CHEATING.</u>
- I can use online sources, textbooks and A.I in my research but I must reference this and take care not to copy the work of others and pass it off as my own.
- If I use the same wording from a published source I must put this wording in quotation marks and reference it. This applies to A.I generated work also.
- Plagiarism involves taking someone else's words, ideas, thoughts or outputs and passing them off as my own. This is a form of cheating and will result in me being removed from my GCSE, GCE or EPQ course.
- Exam Boards use internet search engines, A.I software and have highly trained and experienced markers who can spot even the smallest signs of plagiarism.
- **If I break any of the regulations outlined above it may result in my work being awarded zero, being disqualified from the component or the whole subject. It may also result in me being barred from all other subjects I study.**

<u>Deadlines</u>

Failure to meet the deadlines set out by the Subject Leader and Teacher is a serious issue. It has an impact on the marking and moderation of the work. As a result the following process will be followed:

- You will be told of a clear deadline for all work to be submitted by your teacher.
- If you miss this deadline you will be able to apply for a short extension and you will be placed into the concern group by your teacher.
- If you miss the next deadline you will stay in the concern group and you and your parents/guardian will attend a meeting with the Subject Leader and a member of the Senior Team to assign a new deadline.

- **If you miss the final deadline or the quality of the work submitted is not to the standard you will require to pass the course you will be either removed from the course completely (EPQ/GCE) or entered into the AS Level exam for that Subject.**
- If there are any extenuating circumstances these need to be communicated to your teacher as soon as they arise.

Review of Marking

The JCQ regulations allow all NEA, Coursework or EPQ raw marks to be reviewed on the request of the student. There must be a clear reason for this such as a clerical error and there is a charge for this to take place. **All students have five school days on receipt of their mark to ask for a review.** Please note that all coursework or NEA is double marked and moderated within a department and for most departments all the work will be standardised by the exam boards.

Confirmation of Understanding

I understand the rules and regulations outlined above in regards to my NEA, Coursework or EPQ. I understand that the qualification is mine so the work needs to be my own work. I understand that if I fail to meet these rules the consequences will be severe.

Please sign and date below to confirm.

I _____ understand that the following rules and guidance apply to an NEA, Coursework or EPQ completed at Vyners School.

Student Signature:_____ Date:_____

Appendix 3

Written Examination Rules Statement

This is to be read out at the start of all examinations by the Lead Teacher.

The Lead Teacher will read it out once students have been lined up and registered.

- Read out the name of the exam/s about to be sat.
- Please check all your pockets now to ensure no unauthorised material is on you.
- You must hand in any mobile phones, airpods, earphones/earbuds, ipods, MP3/4 Players, any type of watch, smart glasses and any other smart devices.
- Your pencil case must be clear and contain only the equipment you require. You must answer the questions using black ink only.
- You need to reset all calculators and these will be spot checked now.
- As you leave this space you must be in silence and cannot communicate verbally or non verbally with anyone once inside the exam venue.
- Once inside the venue the examiners will take over and provide guidance.
- Once the exam finishes you must leave in silence so as to not disrupt other students.
- Failure to comply with these rules or the invigilators will result in a Malpractice (Cheating) investigation and the potential disqualification from this course.