



**Longcause Community  
Special School**

# **EXAMINATIONS, ACCREDITATIONS AND NON EXAMINATION ASSESSMENT POLICY**

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## Reviews and changes:

January 2025: Adopted new policy.

## 1. Introduction and Aims

Our Longcause Community Special School is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies
- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

## **2. Guidance**

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school.

This policy also considers the JCQ's guidance on:

- [Post-results services](#)
- [General regulations for approved centres](#)
- [Teachers sharing non-examination assessment material and candidates' work](#)
- [Artificial intelligence \(AI\) use in assessments: protecting the integrity of qualifications](#)

## **3. Definitions**

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

1. Task setting
2. Task taking
3. Task marking

The rules often vary across subjects.

## **4. Roles and Responsibilities**

This section sets out the key responsibilities of staff in relation to examinations and non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

#### 4.1 Head of centre

The Head of centre:

- Has overall responsibility for the Longcause Community Special School as an exams centre
- Is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the JCQ regulations and awarding body requirements
- Is responsible for ensuring that all staff comply with the [JCQ guidelines](#)
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on [malpractice in examinations and assessments](#)
- Ensures that [JCQ guidance for centres on cyber security](#) is followed
- Ensures that accurate candidate contact information is obtained and maintained
- Ensures appropriate controls are in place that allow accurate data to be submitted to the awarding bodies, e.g. entries and internally assessed marks
- Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's license or passport. A candidate should only be entered under alternative names in exceptional circumstances

The Head of Centre will ensure:

- The centre's non-examination assessment policy is fit for purpose
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of exams and assessments
- The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work
- The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
- Teachers and assessors are familiar with AI tools, their risks and AI detection tools
- The JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible

- Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

Our Head of Centre is Anne Hutchinson, Headteacher.

The Head of Centre can delegate tasks related to the responsibilities above, but cannot delegate the overall responsibility.

## 4.2 Exams officer

The exams officer is responsible for the administration of exams. The examinations officer is a distinct role performed by a different individual to the Head of Centre. The examinations officer is responsible for:

- Managing the administration of internal and external exams
- Advising the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Overseeing the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensuring that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- Checking with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Providing and confirming detailed data on estimated entries
- Maintaining systems and processes to support the timely entry of candidates for their exams
- Receiving, checking and securely storing all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administering access arrangements and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)
- Identifying and managing exam timetable clashes
- Accounting for income and expenditures relating to all exam costs/charges
- Line managing the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensuring candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Tracking, dispatching and storing returned coursework/controlled assessments
- Arranging for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Reporting all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments

- Advising on appeals and re-marks
- Are one of the key holders to the secure room with question papers and pre-release materials

Our exams officer is Trudi Skinner, Deputy Headteacher.

### **4.3 Subject Leads**

Subject Leads are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures
- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

### **4.4 Teachers**

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the subject leads and/or the exams officer
- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with JCQ guidance on AI use in assessments
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action

- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally-assessed work to the criteria provided by the awarding body
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly

#### **4.5 Lead invigilator(s)**

The lead invigilator(s) are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams office

**Our lead invigilator is Jill Jarvis**

#### **4.6 Candidates**

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

### **5. Qualifications offered**

The Headteacher along with the Deputy Headteachers decide the qualifications we offer.

Currently in 2024-25 we offer the following types of qualifications:

- Functional Skills English and Maths (Entry Level 1-3 and Level 1 and 2)
- BTEC Home cooking Skills Level 1 and 2
- OCR PE BTEC Level 1 and 2
- AQA Unit Awards in Maths, English, Computing and Online Safety.

The subjects offered for these qualifications in any school year may be found in our curriculum offer and Year 11 end points documentation.

The decisions on which accreditations are appropriate will be decided by the subject leaders in discussions with senior leaders.

Decisions on whether a candidate should be entered for a particular subject will be taken by subject leaders in consultation with teachers and senior leaders.

## **6. Exam series**

Internal exams (mock or trial exams) and assessments are scheduled as appropriate to pupil's and the schools' needs.

Internal exams are held under external exam conditions where possible and appropriate for pupils needs.

External exams and assessments are scheduled as appropriate in the exam series.

The centre offers assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the exam officer and the Head of centre.

## **7. Exam timetables**

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams at a specified date before each series begins.

## **8. Entries (including entry details and late entries)**

Entries are made by the exams administrator in conjunction with the Exams officer (Deputy Headteacher) after discussions with teachers and subject leads. We have a robust predictions process through which Teachers predict 3 times a year throughout Years 9-11 to refine the data for accurate entries to be made.

Entry deadlines are circulated to subject leads via email and in staff meetings.

Subject leads will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

## **9. Exam fees**

Candidates will not be charged for examinations.

## **10. Equalities**

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the Head of Centre along with the Exams officer.



## **11. Access arrangements**

All pupils at Longcause Community Special School have an Education Health and Care Plan which entitles them to be considered for exam access arrangements.

A candidate's access arrangements requirement is determined by discussions held with teachers, subject leads and SLT.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Deputy Head Teacher.

Room arrangements for candidates using access arrangements will be organised by the Exams officer.

Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by the lead invigilator. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of which is to be assessed in conjunction with JCQ guidelines).

### **11.1 Use of word processors**

We may allocate the use of a word processor to a candidate as part of access arrangements or as a reasonable adjustment where appropriate, including:

- When it is their normal way of working, i.e. where the curriculum is delivered electronically and word processors are provided to all candidates
- If they need support with handwriting
- If they have a:
  - Physical disability
  - Learning difficulty that has a substantial and long-term adverse effect on their ability to write legibly
  - Medical condition
  - Sensory impairment

The Head of Centre will use their judgement, in collaboration with relevant members of staff where necessary, to make decisions about when a word processor is appropriate outside the specific listed examples above.

We will make sure that:

- The proposed arrangement will not disadvantage or advantage a candidate.
- The use of a word processor will not compromise the assessment objectives or the integrity of the assessment and will be used under secure conditions. Where these objectives would be compromised, then a word processor will not be granted for use by a candidate

We will also make sure that the word processor:

- Has the spelling and grammar check and predictive text software disabled
- Does not have internet connectivity during the exam
- Has been cleared of any previously stored data, along with any portable storage medium used (and where any authorised memory stick is provided to or used by the candidate, the memory stick will be cleared of any previously stored data)
- Does not allow access to other applications such as a calculator (where prohibited), spreadsheets or emails
- Does not have graphic packages or computed-aided design software, unless permission is given
- Does not have computer reading (text to speech) software, unless the candidate has permission
- Does not have speech recognition technology, unless the candidate has permission

The word processor will not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

All equipment will be checked to make sure it's in working order and sufficiently charged for the duration of the examination.

Candidates provided with the use of a word processor will be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where we accommodate a candidate in another room, a separate invigilator will be present.

Candidates will be:

- Reminded to make sure that the centre number, candidate number and the unit/component code appear on each page as a header or footer, or to handwrite their details on the printed documents where this feature is not available (where the candidate needs to handwrite their details, they will be supervised to make sure that's solely what they're doing and not re-reading their answers or amending their work in any way)
- Reminded to save their work at regular intervals, unless 'autosave' has been set up on the device to make sure that the candidate's work is not lost because of a technical issue
- Advised to use a minimum font size of 12pt and double spacing

Each page of the typed script will be numbered.

The word processor will be connected to a printer so that the script can be printed off and will be done once the examination is over. The candidate must be present to verify that the work is their own and then the script will be attached to any answer booklet that contains some of the answers. We may also be required by the awarding body to include a word processor cover sheet with the candidate's typed script.

We may retain electronic copies of a word-processed script and this may be accepted by an awarding body where the printed copy has been lost and it is demonstrated that the file has been kept securely.

## **12. Contingency planning**

Contingency planning for exam administration is the responsibility of the Head of Centre along with the Exams officer. We have a written examination contingency plan which covers all aspects of examination administration, in accordance with JCQ guidelines.

See the Examinations Contingency Plan for further information.

## **13. Managing invigilators**

External staff will not be used to invigilate examinations. The head of centre, a senior member of centre staff, such as an Assistant Headteacher, or the exams officer must ensure that a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a Learning Support Assistant who has supported one or more candidates, is not an invigilator during the examination.

## **14. Malpractice**

### **Examinations**

The head of centre, in consultation with the Exams Officer, is responsible for ensuring that suspected malpractice is thoroughly investigated. Malpractice doesn't necessarily involve an intention to cheat or gain an unfair advantage. Examples of malpractice include, but are not limited to:

- Unauthorised use of mobile phone or internet-enabled device in examinations
- Copying or allowing work to be copied
- Posting work on social media prior to an exam
- Collusion or working collaboratively

Candidates and invigilators will receive written guidance that will also be shared at the beginning of each examination. If malpractice is suspected or reported, it will be investigated by Trudi Skinner, Exams officer and then escalated to Anne Hutchinson, Head of Centre.

### **Non examination assessments**

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material

- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that component for the examination series
- The candidate will be disqualified from the whole subject for the examination series
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time

## 15. Exam days

The exams officer will:

- Book all exam rooms (after liaising with other relevant users)
- Make question papers, exam stationery and materials available for the invigilator

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements 5 days in advance.

The exams officer will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

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 leads in accordance with JCQ's recommendations and no later than 5 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with the exams officer.

Emergency evacuation of the examination room will be outlined within the centre's exam contingency policy, which will be subject to inspection by the JCQ Centre Inspection Service.

In the event of an emergency, a full report of the incident must be produced and retained on file and any breach of question paper security or malpractice must be reported to the awarding body immediately.

## **16. Candidates**

The exams officer will provide a timetable for the examinations/assessments to candidates in advance of each exam series.

Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject.

This is particularly true of mobile phones and other electronic devices with text or digital facilities.

Any precluded items must not be taken into the exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The exams officer is responsible for handling late or absent candidates on exam day.

## **17. 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 officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 5 days of the exam.

The exams officer will make a special consideration application to the relevant awarding body within 5 days of the exam.

## **18. Non-examination assessments**

Teaching staff who deliver non-examination assessments will follow the correct specifications and the specification and instructions provided by the awarding body, or JCQ [instructions for conducting non-examination assessments](#) if appropriate.

It is the duty of subject leads to ensure that all non-examination assessment is ready for dispatch at the correct time. The exams officer with the exams administrator will assist by keeping a record of each dispatch, including the recipient details, and the date and time sent.

Marks for internally assessed work are provided to the exams office by teachers and subject leads. The exams officer will inform staff of the deadline date for appeals against internal assessments.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

## **19. Task marking**

### **19.1 Internally assessed work**

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Teachers will not use AI as the sole means of marking candidates' work.

### **19.2 Externally assessed work**

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. This register must be retained until the deadline for requesting a review has passed.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

### **19.3 Task setting**

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, Subject leads will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

#### **19.4 Task taking**

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

#### **19.5 Supervision**

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
  - There is sufficient supervision of every candidate to enable work to be authenticated
  - The work that an individual candidate submits for assessment is his/her own
  - Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
  - Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
  - Ensure that candidates understand the need to reference work
  - Give guidance on how to do this, and
  - Ensure that candidates are aware that they must not plagiarise other material

#### **19.6 Advice and feedback**

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:
  - Review candidates' work and provide oral and written advice at a general level
  - Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner

- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

### **19.7 Resources**

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

### **19.8 Group work**

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

### **19.9 Authentication**

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
  - The work is solely that of the candidate concerned



- The work was completed under the required conditions

Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

## 20. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Longcause Community Special School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses. Pupils must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

For more information on AI misuse, see [guidance from JCQ on AI use in assessments](#). Any misuse of AI tools may be treated as malpractice.

## 21. Results and certificates

Candidates will receive individual results and certificates in the post upon the school's receipt.

### 21.1 Enquiries about results (EARs)

EARs may be requested by centre staff or the candidate following the release of results.

A request for a re-mark 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.

The cost of EARs will be paid by the candidate.

All decisions about whether to make an application for an EAR will be made by the exams officer.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the exams officer, following the JCQ guidance.

### **21.2 Enquiries about results for non examination assessments**

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

## **22. Monitoring and review**

The head of centre is responsible for ensuring that this policy is reviewed every year.

## **23. Links with other policies**

This policy links with our policies on:

- Exam contingency plan
- Whistle-blowing policy
- Conflict of interests policy
- Complaints policy
- Data protection policy

