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DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

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Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to Centre, others, for learners attending from previous schools, require prior JCQ awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

DESC will make any decisions regarding access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect on their normal way of working. This will be in line with JCQ regulations and the involvement of the teaching staff in determining the need for access arrangements.

Access Arrangements/Reasonable Adjustments may include any combination of those listed below:

- Scribe
- Word Processor
- Prompter
- Practical Assistant
- Reader/Computer Reader
- Language Modifier
- Supervised Rest Breaks
- Additional Time (up to 25% or 50% and over 50%)

Definition of disability: Section 6 of the Equality Act defines disability as being 'a physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'.

Definition of special educational needs: A candidate has 'special educational needs' as defined in the Education Act 1996 if he/she has a learning difficulty which calls for a special educational provision to be made for him/her.

Appropriate evidence of need, for inspection, will be available from the Examinations Officer, the SENCo's or the Head of Centre.

Use of a Specialist Assessor

The Head of Centre will ensure that DESC only uses Specialist assessors to conduct the access arrangements for learners. The Specialist Assessor must be:

- a specialist teacher with a current SpLD Assessment Practising Certificate; or
- an appropriately qualified psychologist registered with the Health & Care Professions Council.

In addition to these two categories, other educational professionals may conduct access arrangements assessments if they meet the following criteria.

They must:

- hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 which must include training in all of the following:
 - the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
 - the appropriate use of nationally standardised tests for the age group being tested;
 - the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
 - the appropriate selection and objective use of cognitive tests including tests of verbal and non-verbal ability and wider cognitive processing skills;
 - the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional.

In rare and exceptional circumstances, the Centre may need to refer a candidate to an alternative professional, such as a clinical psychologist or a neuropsychologist, where further investigation is warranted. The initial assessment may have indicated specific/global learning needs, mental health or developmental concerns.

All specialist assessors must:

- have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved

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- be familiar with the Equality Act 2010 (although it is not their role to determine what is a “reasonable adjustment”, but rather to help identify access arrangements that might assist the candidate)
- hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties

Evidence of the specialist assessor’s qualification(s) in individual specialist assessment at or equivalent to Level 7 will be held on file for inspection purposes.

The documentation must be presented to the JCQ Centre Inspector by the Examinations Officer.

The specialist assessor should ideally be employed within the Centre.

Alternatively, the specialist assessor is:

- employed at another Centre, e.g. within an Academy chain; or
- employed by the Local Authority; or
- an external specialist assessor who has an established relationship with the Centre or, before an assessment, establishes a relationship with the Centre

The SENCo and/or a member of the senior leadership team must provide a detailed statement supporting the decision to accept a privately commissioned assessment (Section C of Form 8) from a specialist assessor external to the Centre. This statement must be available for inspection purposes, appended to a fully completed Form 8 (Sections A, B and C).

Where a privately commissioned report, or a report from an external professional, is rejected by a Centre, the Head of Centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer. Please see our Internal Appeals Procedures to appeal decisions.

The Centre will hold on file for inspection purposes evidence that all their specialist assessors meet the criteria in qualifications and competence.

In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the Centre, there is no need to record the names of these individuals within Access arrangements online.

The names of all other educational professionals, who are assessing GCSE and GCE candidates, must be entered into Access arrangements online to confirm their status. This will include all other professionals working outside the Centre.

For all other qualifications (i.e. excluding GCSE and GCE) the Centre must list all assessors on Form 8A as contracted to work for the Centre.

Form 8A must be retained on file within the Centre for inspection purposes.

Guidelines for the assessment of the candidate's learning difficulties by a specialist assessor

The Centre must arrange for the candidate to be assessed by a specialist assessor

- Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8. The SENCo and the specialist assessor must work together to ensure a joined-up and consistent process
- An independent assessor must contact the Centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.
- The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8. An independent assessor must discuss access arrangements with the SENCo. The responsibility to request access arrangements specifically lies with the SENCo
- The specialist assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance
- Specialist assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional
- The specialist must carry out tests which are relevant to support the application. For instance, if the candidate requires a reader but does not have writing difficulties, there is no requirement to carry out tests of writing
- Recent editions of nationally standardised tests which produce standardised scores must be used, where published
- The candidate's chronological age must be less than the 'ceiling' of the test, unless no test is published for the candidate's age
- Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15. (These are standard scores.) Standardised scores of 85-89 are described as 'low average'. Standardised scores of 84 or less are described as 'below average'. Test results for Section C of Form 8 must not be reported as percentiles, scaled scores, T-scores or age-equivalent scores. Such scores must be converted into standard scores

DESC Access Arrangements

A list of all learners and their agreed access arrangement(s) can be found in the Access Arrangements File within the Exams Folder.

Processing Access Arrangements Online

Access Arrangements Online is a tool provided by JCQ member awarding bodies for GCSE and BTEC qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

The SEND Co-ordinator is responsible for submitting the completed application to the Examinations Officer for processing.

The Examinations Officer is responsible for submitting the application on Access Arrangements Online and notifying the SEND Co-ordinator of the outcome. The completed application, along with supporting evidence will be kept on file within the exam's information, which is accessed by the Examinations Officer, the SEND Co-ordinator and the Head of Centre.

Separate Invigilation

A decision where a learner may be approved separate invigilation with the Centre will be based on whether the candidate has a substantial and long-term impairment which has an adverse effect on other learners and is the learner's normal way of working. It is the SEND Co-ordinator's decision whether a candidate requires separate invigilation.

A roving Invigilator will be on site during exams due to learners needing one to one invigilation, to ensure there is no malpractice.

Word Processing Procedure

Some learners may benefit from the use of a word processor during some or all of their examinations. For example, candidates with:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Poor handwriting
- Planning and organisational problems when writing by hand

In all cases the use of a word processor must reflect the candidate's NORMAL WAY OF WORKING within the Centre and be appropriate to the candidate's needs. The use of a word processor will not be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Candidates must not use their Centre log-in on a Centre computer for exams. An exam log-in will be set up by the IT technician just before the start of the exam.

Candidates must not use their own computer/laptop for exams.

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 unless learners are eligible for a scribe in which case, they can choose to use the word processor but will lose their SPAG marks.
- 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 computer-aided design software, unless permission is given
- Does not have computer reading (text to speech) software, unless the candidate has permission

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- Does not have speech recognition technology, unless the candidate has permission
- Does not include AI tools
- 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. It is permissible for the invigilator or a member of staff to set up the document with 12pt font and double spacing prior to the exam commencing.
- Ensure each page of the typed script will be numbered.

Printing must be carried out after the exam is complete and the candidate must be present to verify that the work printed is his/her own. Alternatively, the candidate's work will be saved to an exam memory stick. A learner's own memory stick must NEVER be used.

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.

It is permissible for a candidate using a word processor in an examination to type certain questions,

i.e. those requiring extended writing, and hand write shorter answers.

A JCQ word processor cover sheet must be completed and attached to the candidate's script.

Every effort is made to ensure that candidates cannot access spell check, their own drive and the internet during exams. However, if any learner is found trying to get around the

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settings this will be interpreted by the Centre as malpractice and will be reported to the Awarding Body.

Where learners are eligible to use a word processor these procedures and restrictions will be clearly explained to them to avoid exam malpractice.

Late Arrivals and Absence to Exams

A candidate who arrives after the start of a public examination may be allowed to sit the examination. The decision on whether or not to allow this lies with the Deputy Headteacher and the Examinations Officer.

- If the candidate arrives after the **published** starting time (9.00 am or 1.30 pm) but not later than 1 hour after these times, they may be allowed to sit the examination and should be allocated the full time
- If the candidate arrives more than **one hour** after the **published** starting time (i.e. after 10.00 am or after 2.30 pm) this is considered to be **very late**. The candidate may still be allowed to sit the examination and should be allocated the full time. The completed scripts should be despatched as normal. **Form JCQ/VLA** must be completed and sent to the awarding body within 7 days of the examination having taken place
- A statement must be included on Form JCQ/VLA on whether security may have been broken as a result of the candidate having arrived very late, including information on the extent to which the candidate was under supervision from the actual starting time of the examination
- For examinations that last less than one hour, a candidate will be considered to be very late if they arrive after the **published** finish time. **Form JCQ/VLA** must be completed as above
- Where learners are absent without a valid reason, the parent/carer will be required to pay the entry fee for the examination. Parents/carers must contact the Centre on 01442 247476 (opt 2) to inform of absence. In the event of unavoidable illness, a doctor's certificate will be required

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 invigilator to that effect.

The candidate must support any special consideration claim with appropriate evidence within 7 days of the exam.

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The Examinations Officer will make a special consideration application to the relevant awarding body within 7 days of the exam.

Emergency Evacuation Procedures during Examinations

All examination invigilators to receive instruction from the Examination Officer on the emergency evacuation procedures should an incident arise whilst examinations are in progress.

Prior to the examination period and again at the beginning of each examination candidates will be informed of the emergency evacuation procedures to follow should an incident arise whilst in an examination room.

On hearing a fire alarm before an examination:

- Please proceed as you normally would for a fire alarm
- Go to the assembly point at the front of the building (KS4 Centre) or on the field (KS3 Centre)

On hearing a fire alarm during an examination:

Invigilators will note the time and then instruct the candidates to:

- Stop writing immediately, close the question paper and turn it face down on the desk
- Remind the candidates that they are still under examination conditions and must refrain from talking
- Await confirmation from the Examinations Officer, or a senior member of staff, that the exam room should be evacuated
- Candidates should leave all question papers and answer scripts in the exam room
- Candidates must follow the evacuation instructions given by the invigilators and leave the room in silence. **There must be no talking or communicating with other candidates**
- Invigilators must take the attendance register with them and use this to check all candidates are present
- Exam candidates should proceed to the assembly point at the front of the building (KS4 Centre) or on the field (KS3 Centre) and stand 1.25 metres apart from each other. Candidates must wait in silence until told to restart the examination
- A note must be made of the time of the interruption and how long it lasted
- Candidates will be allowed the correct amount of time for the examination
- A full report of the incident will be sent to the examination board and a request for special consideration for the disturbance will be submitted
- When it is a false alarm situation, the examination will be restarted, candidates will be allowed the full working time for the examination and a report of the incident will be submitted to the examination board with a request for special consideration

- 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.

Malpractice

1. RATIONALE

1.1 To ensure the Head of Centre, Examinations Officer and all others involved in managing the delivery of general and vocational qualifications understand that 'Malpractice includes maladministration and non-compliance of any act, default or practice that is a breach of the Regulations which:

1.1.1 Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate

The head of centre, in consultation with the Examinations 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 a 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

1.1.2 Failure by a Centre to notify, investigate and report to an awarding body allegations of suspected malpractice constitutes malpractice

1.1.3 Failure to take action as required by an awarding body as detailed in Appendix 24 - JCQ ICE (Instructions for Conducting Examinations)

2. AIM

2.1 To identify and minimise the risk of malpractice by staff or learners

2.2 To respond to any incident of alleged malpractice promptly and objectively

2.3 To standardise and record any investigation of malpractice to ensure openness and fairness

2.4 To protect this Centre against all allegations of malpractice in relation to examinations and assessment that might undermine the integrity and validity of the examination or assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification

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3. PROCEDURES

3.1 Dacorum Education Support Centre will not tolerate actions or attempted actions of malpractice by candidates or staff. Every case of malpractice must be reported to the Head of Centre, the Examinations Officer or to the Quality Nominee for BTEC qualifications. (Appendix 1)

3.2 In all instances of malpractice reference will be made to the JCQ publication Suspected Malpractice in Examinations and Assessments, Policies and Procedures

4. MONITORING

This procedure will be maintained regularly by the Examinations Officer and the Head of Centre to ensure all procedures are undertaken accurately and robustly.

5. Exam days

The Examinations Officer will:

- Ensure all rooms are appropriately set up for the examination.
- Make question papers, exam stationery and materials available for the invigilator

The invigilators will start and finish all exams in accordance with [JCQ guidelines](#).

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.

After an exam, the Examinations Officer will arrange for the safe dispatch of completed exam scripts to awarding bodies.

Appendix 1

Assessment Malpractice Policy Statement - Dacorum Education Support Centre

Aim

- To identify and minimise the risk of malpractice by staff or learners
- 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 this Centre and BTEC / Vocational qualifications. In order to do this, the Centre will:

- Seek to avoid potential malpractice by using the induction period to inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages: The Allegation, The awarding body's response, The investigation, The Report, The decision, The appeal
- Make an 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 judgment made
- Document all stages of any investigation
- Where malpractice is proven, this Centre will apply penalties/sanctions as detailed in JCQ policies

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

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- 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

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- 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
- Definition of Malpractice by Centre Staff

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

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the candidates' achievements to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Assisting learners 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 learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis (scribe), this is permissible 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 learner completing all the requirements of assessment

GCSE Non-Examination Assessments (NEA)

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.

Link to arrangements you have in place to co-ordinate and standardise all marking of centre-assessed assessments.

It is the duty of subject leads to ensure that all non-examination assessment is ready for dispatch at the correct time. The Examinations Officer 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 Examinations Officer by subject leads. The Examinations 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.

If possible, link to your internal appeals procedure here, or explain where it can be found.

Artificial intelligence (AI)

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

Learners **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

Learners **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images, all AI-generated content must be properly attributed

Where a learner uses an AI tool, the learner should retain a copy of the question(s) asked and the AI-generated responses. Learners 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 learners 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

Also refer to **The Use of Artificial Intelligence in Assessments Policy**.

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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.

Appeals against Internal Assessment of Work for External Qualifications

Dacorum Education Support Centre is committed to ensuring that whenever its staff assesses learners' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity.

The Centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a learner feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the Centre for moderation by the awarding body.

- Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (eg the last GCSE written paper in the June GCSE exam series)
- Appeals should be made in writing by the candidate's parent/carer to the Head of Centre/Headteacher who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA
- The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment
- The outcome of the appeal 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 appeal bring any significant irregularity to light, the awarding body will be informed

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between Centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the Dacorum Education

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Support Centre and is not covered by this procedure. If you have concerns about it, please ask the Head of Centre for the appeals procedure of the relevant awarding body.

Appeals against External Assessment Marks (Enquiries About Results – EARs)

Any learner who wants to query a mark/grade awarded by an Awarding Body upon issue of results should follow the procedure below:

- Contact the Examinations Officer **and** the subject teacher by email as soon as possible (**but at least 5 working days before the published deadline for EARs**). The Examinations Officer will forward the query to the subject teacher and advise on the options available to query the mark/grade and the costs involved
- Learners should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Learners must sign a consent form to confirm that they understand the consequences of an EAR. Consent forms will be issued by the Examinations Officer
- The subject teacher will review the learner's marks/grades and discuss with the subject leader to agree on the appropriate action, taking into account the breakdown of marks, the grade boundaries and the learner's predicted grades

If the Department agrees to support the EAR:

The request, together with the learner's consent form, should be made to the Examinations Officer **before the published deadline for EARs**. The cost of the enquiry may, in certain circumstances, be met by the departmental budget. If the EAR is successful the fee will be refunded.

If the Department does not agree to support the EAR:

- A learner may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer, at least **5 working days before the published deadline for EARs**. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the learner, parent or carer. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Management Team; the outcome of the appeal will be communicated by telephone and 1st class letter post within 24 hours of receipt. This decision is final
- If the Centre does not support the EAR the learner may still proceed with the EAR but all costs will be paid by the learner at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Examinations Officer **before the published deadline for EARs**. If the enquiry is successful the fee will be refunded to the learner

Outcomes following EARs will be forwarded by the Examinations Officer to the learner as soon as they have been received from the Awarding Bodies.

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