



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

External Examinations and Non-Examination Assessment (NEA) Policy

DATE: October 2025
REVISION DATE: October 2026

Related Documents Include:

- Equal Opportunities Policy
- Inclusion Policy
- Internal Appeals Procedure
- SEND Information Report
- SEND Policy
- Cyber Resilience Plan
- IT Policy

Introduction

This policy outlines the responsibilities of Sutton Coldfield Grammar School for Girls ('the school') and the candidates for the administration of external examinations. Its purpose is to ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates and to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

The Examination Policy will be reviewed annually by the Deputy Headteacher (Curriculum and Assessment) and the Examinations Officer.

Examination Responsibilities

Head of Centre / Headteacher

Overall responsibility for the school as an examination centre:

- the Headteacher is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document "*Suspected malpractice in examinations and assessments*."
- Ensures that the latest JCQ document "General Regulations for Approved Centres" are adhered to and all changes from previous years are noted.
- Ensures that the latest JCQ document "Instructions for conducting Examinations" are adhered to and all changes from previous years are noted.
- Ensuring that the centre's examination and non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidelines and awarding body subject-specific instructions
- Ensure all staff who can access awarding body sites use MFA and complete annual security Cyber Training.
- Ensure that the school examination officer and SENDCo complete annual examination update course or relevant CPD.

Examinations Officer

With the support of the Deputy Headteacher (Curriculum and Assessment), manages the administration of public and internal examinations and production of exam results:

- oversees the production and distribution to staff and candidates of an annual calendar for all examinations and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates are informed of and understand those aspects of the examination timetable that will affect them, including the contingency day as directed by JCQ
- Ensuring 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
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification
- receives, checks and stores securely all external examination papers and completed scripts as per the latest JCQ guidance
- ensure second set of eyes check is completed as per JCQ requirements.
- Ensure all downloaded examination papers, are printed correctly, of good quality and collated in the right order.
- identifies and manages examination timetable clashes
- has responsibility for the school examinations budget

- liaises with the Deputy Headteacher (Curriculum and Assessment) in producing timetables for all internal examinations
- provides analysis of examination results for Heads of Department, Senior Leadership Team and Governing Board
- liaises with Heads of Department to ensure that necessary Non-Examined Assessment (NEA) is completed on time and in accordance with JCQ guidelines
- submits candidates' NEA marks, tracks dispatch and stores returned work and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of examination results and certificates to candidates
- maintains systems and processes to support the timely entry of candidates for their examinations
- ensures that the candidates are aware of the JCQ regulations for conduct in examinations and coursework/NEA
- in conjunction with the Special Educational Needs Co-ordinator (SENCO), administers access arrangements and makes applications for special consideration using the JCQ "*Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*"
- processes any Enquiries about Results, Access to Scripts and Appeals
- follows up suspected malpractice

Heads of Department/Teachers

- Ensure accurate completion of NEA mark sheets and declaration sheets
- Ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the examinations officer
- 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.
- 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
- 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
 - Ensure that candidates understand the need to reference work and not plagiarise other material.
- Marking internally assessed work to the criteria provided by the awarding body
- ensure they familiarise themselves with the JCQ document, "AI use in Assessments: Protecting the Integrity of Qualifications"
- Ensure a prompt response to any requests or actions raised by the JCQ.

SENCO

- administration of access arrangements
- identification and testing of candidates' requirements for access arrangements
- completion and maintenance of all paperwork as detailed in the current JCQ Guidance
- ensuring that all relevant staff are aware of any access arrangements that need to be applied

Please refer to the School's SEND Policy and SEND Information Report for further information

Invigilators

- attend relevant training prior to the start of each examination season
- collect examination papers and other material from the examinations office before the start of the examination

- collate all examination papers in the correct order at the end of the examination and return to the examinations officer
- check collected scripts against the attendance register
- compliance with the seating plan for all examinations
- are aware of evacuation procedures in any emergency
- ensure second set of eyes check is completed as per JCQ requirements.

See Examinations Policy file for 'The Role of an Invigilator'

See Examinations Policy file 'Emergency Evacuation Procedures'

IT Support Department

- Ensure that all systems are up to date, robust and secure in line with national cyber security standards and JCQ guidance.
- Ensure digital examination scripts are stored securely.
- Ensure all students who have digital exam arrangements are compliant with JCQ guidelines ie. Word processing, MP3 players etc.

Candidates

- check statement of examination entries
- understand NEA regulations and sign a declaration that authenticates the work as their own. Where AI has been used as part of the NEA, ensure that this has been referenced correctly.
- read and adhere to the guidance provided by the Examinations Officer (based on the relevant JCQ regulations)
- for NEA work, checking and agreeing with the pre moderation mark prior to its submission to the examination board

Administrative Assistant (Examinations)

- liaises with the Examinations Officer in organising the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of external examinations
- organises the examination invigilation rota in conjunction with the Examinations Officer
- maintains contacts with external invigilators, making sure that all checks are in place (eg DBS) and ensure confidentiality agreements are signed
- provides support for the dispatch of scripts
- keeps a record of secure materials delivered to school

Contingency for Responsibility

- Should the examinations officer be unable to perform their duties, responsibility for the running of the examinations process will be undertaken by the following:
 - Deputy Headteacher (Curriculum and Data)
 - Administrative Assistant – Examinations
 - Senior Invigilator
- Should the Head of Centre be unable to perform their duties, the responsibilities above will be undertaken by the following;
 - Deputy Headteacher (Curriculum and Assessment)
 - Deputy Headteacher (Student and Staff Development)
 - Any remaining member of the Senior Leadership Team
- Should the SENCo be unable to perform their duties, the responsibilities above will be undertaken by the following;
 - Deputy Headteacher (Student and Staff Development)
 - Examinations Officer
 - Head of Year – Non-Teaching (Pastoral Assistant)

Examination seasons

- External examinations are traditionally scheduled in November and May and June (GCSE and GCE).

- Should these dates be adjusted by the examination boards, the school will comply with new deadlines and timetables
- Any other extraordinary examination seasons as determined by Ofqual and the relevant awarding bodies will be facilitated

Examination Entries and Fees

- Candidates are confirmed for their examination entries by the Heads of Department
- Candidates may request for additional examinations to be taken and a decision will be made between the Examinations Officer and Deputy Headteacher (Curriculum and Assessment). Details of any relevant costs to be paid will be given to the candidate
- Late entries are authorised by the Deputy Headteacher (Curriculum and Assessment)
- GCSE and A-Level entry fees are paid by the centre
- Late entry or amendment fees will usually be paid by the centre. If a student has made a late entry request, that student will be invoiced for the examination entry fee
- Retake fees for first and any subsequent retakes are paid by the candidates
- The centre occasionally accepts external examination entries from former students of Sutton Coldfield Grammar School for Girls
- Fees for these examinations are paid for by the candidate

Access Arrangements

The Special Education Needs and Disability Act 2014 and Equality Act 2010

- All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. A copy of school's Equal Opportunities Policy, Inclusion Policy and SEND Policy is kept in the Examinations Policy file in the Examinations Office, in addition to the electronic version of the policy on the school website

Special Needs Identification and Arrangements

- A candidate's Special Needs requirements are determined by the SENCO
- The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination

Access arrangements

- Making special arrangements for candidates to take examinations is the responsibility of the SENCO and the Examinations Officer
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer
- Rooming for access arrangement candidates will be arranged by the SENCO in conjunction with the Examinations Officer
- Invigilation and support for access arrangement candidates will be organised by the SENCO in conjunction with the Examinations Officer

Non Examined Assessment

Staff are to refer to the JCQ Instructions for conducting non-examination assessments which is updated on the 1st of September each year. See below for a summary of the key principles:

Definition

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

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

- Task setting
- Task taking
- Task marking

The rules often vary across subjects.

Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

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. This must take place as soon as the candidate has completed the assessment.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Deputy Head (C&D) will be informed.

Task Setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of department 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.

Task Marking

Candidates will be informed of internally assessed marks, they will be able to request a review of the centre's marking before marks are submitted to the awarding body. Internally assessed marks could be subject to change during the moderation process.

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

Malpractice

In accordance with the regulations Sutton Coldfield Grammar School for Girls will take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place.

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 appropriate JCQ guidance which can be accessed via their website.

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 without acknowledgement
- 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.

Candidates are informed and advised how to avoid committing malpractice in their examinations and assessments in the following ways;

- through subject specific information delivered via teachers and heads of department where appropriate in regard to NEA tasks to be completed
- through examination briefings provided by the examinations officer prior to both mock and awarding body examinations
- through the appropriate JCQ documents, including “Information for Candidates – non examination assessments”, “Information for Candidates – written exams” and “Information for Candidates – Social Media”

Should malpractice be suspected it should be brought to the attention of the Examinations Officer and the Deputy Headteacher (Curriculum and Assessment) in the first instance. The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document Suspected Malpractice: Policies and Procedures.

Following the initial reporting, an appropriate member of staff will be appointed by the Head of Centre to conduct the required investigation. If during the investigation, it is felt that the investigator needs to escalate the concerns raised, this will be done to the Head of Centre at the earliest opportunity.

Once the investigation has been concluded, the findings will be presented to the Head of Centre so that the appropriate action can be taken and a report filed to the relevant awarding bodies. The JCQ document, “Suspected Malpractice – Policies and Procedures” will be referred to throughout the investigation for guidance.

Malpractice - Misuse of AI

If candidates use material from a source, or generated from a source which is not their own work, they must indicate the particular part, element or phrase and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000 p 29). For material taken from the internet, the reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm downloaded 5 February 2026 Where computer-generated content has been used (such as an AI chatbot), the reference must show the name of the AI tool used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026. Candidates should also reference the sources used by the AI tool in generating the content. Candidates must retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the candidate’s work for final assessment so that the teacher can review the work, the AI-generated content and how it has been used. If this is not submitted and the teacher suspects the candidate has used AI tools, they will need to consult the centre’s malpractice policy for the next steps and assure themselves that the work is the candidate’s own. Further guidance on how this can be done is set out in the JCQ document Plagiarism in Assessments. The document can be found on the JCQ website:

The JCQ guidance on referencing can be found in the following:

- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_24-25_FINAL.pdf)
- The Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>)

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Non Examined Assessment (NEA)

- Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date
- Heads of Department will ensure all NEA is ready for dispatch at the correct time and the Examinations Officer will keep a record of what has been sent, when and to whom
- Marks for all internally assessed work are provided to the Examinations Officer by the Heads of Department

NEA Appeals

See Appendix I for the Internal Appeals Procedure

- candidates can appeal about the processes used to mark an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their NEA has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing to the Examinations Officer by the given deadline. The internal appeals procedure will then be followed.
- the findings will be notified in writing and recorded for awarding body inspection.
- If grades for qualifications have been submitted by the school, the above policy will be used in conjunction with the relevant guidance from Ofqual and the awarding bodies.

Management of Examinations

- The examinations officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available to the invigilator(s)
- The School Site team will set up the allocated rooms
- The Examinations Officer/Lead Invigilator will start all examinations in accordance with JCQ/CIE guidelines
- Subject staff are not permitted to be present at the start of the examination. Senior members of staff may be present at the start of an examination to assist with identification of candidates if necessary but they may not view the paper(s) to be sat in that session
- In practical examinations, subject teachers may be on hand in case of any technical difficulties
- Examinations papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department twenty-four hours after the examination has been sat
- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage
- Disruptive candidates are dealt with in accordance with JCQ guidelines
- Candidates may leave the examination room for a genuine purpose, requiring an immediate return to the examination room, but must be accompanied at all times. If they leave the room unsupervised they will not be allowed to return
- The Examinations Officer will be responsible as necessary for identifying examination clashes and managing these in line with current JCQ guidelines
- Where overnight supervision is required, parents of the candidate will be required to come into the centre in advance of the examination to complete all necessary paperwork and be informed of the regulations for supervision
- No unused question papers will be returned to staff until at least 24hrs post examination. If an exam falls on a Friday, they will then be released on the following Monday.

Resilience Planning

Following the publication of the [Ofqual guide for Schools and Colleges](#), the centre has put into place the following resiliency measures for the examination system.

- Students will be informed before any assessments that they may be used to determine grades should there be disruption to the examination system.
- These will traditionally be the mock examinations held in November/December of Year 11/13 but additionally assessments may be used if required.
- Students in school will receive the physical copy of their papers back for teaching and learning, with the school retaining a scanned copy of the students work, should it be required for submission to the examination board as part of the grading process.
- Private candidates will be required to sit these assessments alongside students attending the school – these students will receive a scanned copy of their paper for feedback and the school will retain the physical copy.
- Students who apply to sit examinations following the mock examinations will be informed that they will be required to complete assessments should there be disruption to the examination timetable in order for the school to provide a grade to the examination board

Special consideration

- The current JCQ document, “A guide to the special consideration process” will be adhered to throughout the examination season
- Should a candidate be too ill to sit an examination, suffer a bereavement, other trauma or be taken ill during the exam itself, it is the candidate’s responsibility to alert the centre, or the exam invigilator, to that effect, as soon as possible
- Any special consideration claim must be supported by appropriate evidence, for example a letter from the candidate’s doctor, before the end of the examination season

The Examinations Officer will then forward a completed special consideration form to the relevant awarding body by the given deadline

Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

Results

- Students will be emailed their examination results at the published time on results days and staff will be available in school.

Post Results Services

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking
- Candidates are required to sign the relevant form themselves and be aware that marks and grades can change both up and down
- All forms and payment need to be received by the Examinations Officer by the given deadlines as the awarding bodies will not accept late requests
- The procedure and form for requesting an EAR are available from the Examinations Officer who will be available to candidates following the release of results
- Candidates pay the fee for an enquiry about a result. In the case of a grade increase, the examination board refunds the fee
- After the release of results, A-Level candidates may request the return of papers under the priority service in order to assess whether to ask for a review of marking or not
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates **must** be obtained
- Edexcel GCSE and A-Level scripts are available on-line, after publication of results. Other boards are making them available. Examinations Officer to keep up to date with these changes
- 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.

Certificates

- Certificates will be presented at GCSE and A-Level celebration events for students able to attend those events.
- Certificates are available to collect from school but may not be collected on behalf of a candidate by a third party unless a signed letter of consent is provided.
- The centre retains certificates for a minimum of two years

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Examinations Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Policy/project lead and Author of Equality Impact Assessment:

Outline of main aims of this activity/policy/project:

Who will benefit/be affected by this policy/activity?

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: B. Minards, Headteacher

Date: 25.10.2025

Appendix I:

Reviews of marking - centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

Internal Review Procedure

Sutton Coldfield Grammar School for Girls (SCGSG) 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. SCGSG 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.

Candidates will be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

Candidates may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment, promptly making them available to the candidate. This will either be the originals viewed under supervised conditions or copies.

Candidates will be given sufficient time to allow them to review copies of requested materials and reach a decision about whether to ask for a review. Clear deadlines for candidates to submit a request for a review of the centre's marking will be communicated when students receive their marks. Requests will not be accepted after this deadline. Requests **must** be made in writing to the school examinations officer and candidates **must** explain on what grounds they wish to request a review.

SCGSG 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 for the submission of marks.

The review of marking will be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review. SCGSG will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

SCGSG will inform the candidate in writing of the outcome of the review of the centre's marking. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appendix II

Appeals against a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal, Special Consideration and Access Arrangements request

Following the issue of results, awarding bodies make post-results services available. These are communicated to candidates by the Exams Officer on results day with details of the deadlines to follow and fees for each service. Candidates are also informed of the arrangements for post-results services and the availability of senior members of centre staff immediately after the publication of results, before they sit any exams.

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. to determine if the centre supports any concerns.

For written components that contributed to the result, the centre will:

1. consider supporting a request for a review of marking
2. consider requesting a copy of the candidate's script
3. collect informed written consent/permission from the candidate to access the script
4. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
5. Support a request for the appropriate Review of Results service
6. Collect informed written consent from the candidate to request the Review of Results service before the request is submitted.
7. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to the awarding body.

Written candidate consent is required in all cases before a request is submitted to the awarding body to ensure the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent will only be collected after the publication of results.

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- advise the candidate he/she may request the review by providing informed written consent (and the required fee if applicable) to the centre by the deadline set by the centre
- consider first advising the candidate to access a copy of the script to support a review of marking by providing written permission for the centre to access the script
- If the candidate believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing an internal appeals form obtained from the exams officer. This must be completed and returned prior to the centre's published internal deadline for submitting a request for a review of results. The candidate will be informed of the outcome of this appeal before the internal deadline for submitting a Review of Result.

Where the head of centre is satisfied after receiving an appeal outcome, but the candidate believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers will be advised that they are not permitted to make direct representations to an awarding body.

Where Sutton Coldfield Grammar School for Girls makes a decision in relation to the access arrangement(s)/reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted using an Internal Appeals Form – obtained from the examinations officer.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements/reasonable adjustments and/or special consideration and followed due procedures.

- The appellant will be informed of the outcome of the appeal in writing within 10 calendar days of the appeal being received and logged by the centre.

If the appeal is upheld, Sutton Coldfield Grammar School for Girls will

- Proceed to implement the necessary arrangements and submit the required applications if applicable

If the appeal is not upheld the school will work with the family and student to provide the appropriate support.

The decision taken by the Head of Centre is final and candidates cannot submit appeals directly to awarding bodies as outlined by the JCQ in their appeals information.

Appendix III:

Approved Keyholders and Members of staff for Accessing the Examination Secure Room

Approved Key Holders to the Examinations Room

1. Mr Antony Maguire (Examinations Officer)
2. Mr Neil Eaton (Deputy Headteacher, Student and Staff Support)
3. Dr Barbara Minards (Headteacher)
4. Mr Terry Martin (Site Manager)
5. Mr Simon Lonsdale (Site Supervisor)
6. Mr Andrew Parker (Facilities and Compliance Manager)

Approved Members of Staff who can accompany keyholders

1. Mrs Helen Elwell (Admin Assistant – Examinations)
2. Mrs Zoe Toft (Attendance Officer)
3. Mrs Jan Burnham (Senior Invigilator)
4. Mr Gary Burnham (Senior Invigilator)
5. Mrs Christine Male (Invigilator)