



The Tiffin Girls' School

EXAMINATIONS POLICY

REVISED NOVEMBER 2024

A. EXTERNAL EXAMINATION ENTRIES	1
B. NON-EXAMINED ASSESSMENTS: APPEALS AGAINST PROCEDURES	2
C. NON-EXAMINED ASSESSMENTS	4
D. EARLY EXTERNAL EXAMINATION ENTRIES	6
E. SITTING EXAMINATIONS IN OTHER CENTRES	7
F. RE-MARKS PROCEDURES FOR EXTERNALLY MARKED EXAMINATION PAPERS	7
G. MALPRACTICE	8
H. CONFLICT OF INTEREST	12
I. INTERNAL ASSESSMENTS	14
J. USE OF WORD PROCESSORS IN EXAMINATIONS	16
Appendix 1: Reviews of marking - centre assessed marks	17
Appendix 2: Conflict of Interest - questionnaire	18

This policy should be read in conjunction with the school's AI Policy

A. EXTERNAL EXAMINATION ENTRIES

Year 12s

1. Sixth form students will study four subjects in Year 12. They will not sit any AS examinations. Students who wish to do so can drop one of their subjects at Easter. In this case, they will sit internal school examinations in all three subjects at the end of Year 12. Some students will continue with all four subjects and sit examinations in each of them. They will then drop one subject after these internal examinations to specialise in three subjects to complete to full A level in Year 13

A Levels

2. It is anticipated that every sixth form student will study and complete three A levels in Year 13, with the exception of students studying Further Maths who will study and complete four A levels, or three A levels and an AS in Further Maths.

Study Leave

3. If AS or A level examinations fall outside of the main allocated period of study leave, then the day before the examination may be granted as study leave.

Charging for re-sits

4. If a student re-sits any examination they will be required to pay a contribution towards the administration and invigilation costs that the school incurs, as well as the examination board fees. The entry will not be submitted to the examination board until payment has been made.
 - It should be noted that students will not be able to re-sit NEAs and must carry

- forward their original mark
- We do not offer re-sits to any students who have already taken up a place at university
 - In the event of exams being cancelled the school will not be able to provide a Teacher Assessed Grade for any re-sit candidates.

B. NON-EXAMINED ASSESSMENTS: APPEALS AGAINST PROCEDURES

5. Under the Joint Council of Qualifications (JCQ) Code of Practice, the Awarding Bodies require school centres offering their examinations to:
 - have a published appeals procedure relating to internal assessment decisions relating to non-examined assessments (NEA)
 - make this document available and accessible to candidates
6. This policy relates to any and all procedures involving internal assessment of work which contributes to GCSE or GCE qualifications. It relates to procedures adopted by the School and not to the professional judgements of staff with respect to marks. For issues relating to marks please see the guidance document 'Reviews of Marking – centre assessed marks (, GCE and GCSE non-examined assessments)' - Appendix 1.
7. The Senior Deputy Head will manage the internal appeals process for NEAs, including the dissemination of information about the procedures. The Headteacher will be made aware of the existence and outcome of all internal appeals by the Senior Deputy Head.
8. Appeals can only be submitted if a candidate considers that procedures for completion of the internal assessment were not followed in accordance with subject guidelines as issued by individual exam boards.
9. Appeals will be considered by at least three people, including the Senior Deputy Head unless they have been involved in the supervision of the NEA or the awarding of the original marks, in which case another member of the Senior Leadership Team.
10. The appeal must be made in writing to the Senior Deputy Head by 30 April of the year that the NEA was assessed. The grounds for the appeal must be clearly stated.
11. The candidate can be supported in the presentation of their case by a parent / carer / adult friend.
12. A written record of all appeals will be maintained by the School. This should include a written record of the outcome of an appeal and include reasons for that outcome. A copy should be sent to the candidate.
13. All candidates will be able to gain access to:
 - Provisional marks awarded to them by the School for an internal assessment (if available and unless otherwise prohibited by the exam board)
 - All comments recorded by the School relating to their internally assessed work
 - Any correspondence between the School and the Awarding Body relating to their internally assessed work
 - Information, if available at the time of the appeal, as to whether their work was sampled by the Awarding Body
 - Relevant Awarding Body procedures for the conduct of internal assessments
14. Appeals will include a review of the procedures used by the department to award marks for internal assessments and should consider whether those procedures were in conformity with the published requirements of the Awarding Body and the Code of Practice.

15. All internal appeals will be considered and resolved by the date of the last externally assessed paper of the series i.e. by the end of June. Any difficulties in meeting this deadline will be raised with the Awarding Body.
16. The School will inform the Awarding Body of any outcome from an appeal which has implications for the conduct of the examination or the issue of results at the centre.
17. Full details of any appeal will be made available to the Awarding Body on request.

What the Head of Department must provide for an appeal panel

18. Departmental minutes from a meeting in the school year, prior to commencement of the work, to indicate that the School procedure for internally assessed NEA was discussed and given out to new and existing members of the department. Absentees were given their copy.
19. The mark scheme or marking criteria for the NEA provided by the Awarding Body.
20. The departmental mark scheme or marking criteria given to the teachers for marking the NEA if this differs from that of the Awarding Body.
21. Dates when the NEA was set and to be handed in for that student.
22. Evidence that all teaching groups have been given the same length of time.
23. The departmental policy for candidates who were absent when the NEA was set or were absent for part of the period during which the NEA was being carried out.
24. Dates when the NEA was marked by the teachers.
25. The name of the teacher in charge of the internal standardisation.
26. Dates when this teacher attended the last Awarding Body Standardisation meeting.
27. Evidence that the information from this meeting was disseminated to the department.
28. Date(s) for departmental standardisation meeting and teacher attendance.
29. If the teacher assessing the piece of NEA was absent, what was done to ensure that the information was given to this teacher.
30. Copy of NEA marks sent to the Awarding Body.
31. The above information should be provided in a ring binder or suitably filed.
32. It would be advisable to set up this binder at the beginning of the course and update it each year.
33. If an appeal application is made, the Head of Department would only have a short time to provide this information for the Appeal Panel. Appeals have to be made by 30 April in the year that the work was assessed.
34. The evidence above may also be requested by an Awarding Body inspector visiting the School or the Awarding Body if a parent/carer makes a further appeal against the panel's decision.

C. NON-EXAMINED ASSESSMENTS

The Senior Leadership Team's (SLT) Role

35. The Senior Deputy Head will consult with the Link SLT for Key Stage 4 and Heads of Department and monitor the schedule for assessments. This should take account of timing and the need for additional/specialist rooms and IT facilities.
36. The Senior Deputy Head will consult with Heads of Department and, in collaboration with the Assistant Headteacher: Head of Sixth Form, will monitor the schedule for assessments for Years 12 and 13. This should take account of timing and the need for additional / specialist rooms and IT facilities.
37. This schedule should be distributed to all staff and students in KS4 and 5 at the start of the academic year.
38. Gather written confirmation that all Heads of Department have read the JCQ guidance on AI Use in Assessments, and that relevant information is shared with staff and students, along with any subject-specific guidance.

The Exams Office Staff's Role

39. Ensure that all students in Years 10, 11, 12 and 13 receive a copy of the Notice to Candidates Concerning Non-Examined Assessments.
40. Forward copy of JCQ guidelines for Non-Examined Assessments to subject leaders
41. Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format. To keep records of when these were accessed by Heads of Department.
42. Assist with the safe storage of candidates' work if required. Where possible this should be in the examinations office or in an agreed locked fireproof cabinet within the department.
43. Submit marks to awarding bodies before deadlines. To retain copies of these marks within the centre.
44. Liaise with the SENCO any access arrangements which may be required.
45. On the few occasions where assessments cannot be conducted in the classroom, agree with SLT and the Head of department suitable alternative accommodation.
46. Ensure that the Senior Deputy Head is kept informed of updates relating to assessment that may demand alterations of this policy.

The Heads of Department's Role

47. Run assessments in accordance with the agreed schedule distributed by the SLT member with responsibility for KS4/5. Any changes must be agreed in advance with this SLT member.
48. Read the JCQ guidance on AI Use in Assessments, and ensure that relevant information is shared with staff and students, along with any subject-specific guidance.
49. Ensure that the candidates will have produced work that can be authenticated as original work according to the Joint Council document.

50. Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely in the examinations office at all times.
51. Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
52. Agree arrangements with the examinations office staff well in advance especially if additional rooms or alternative rooming is required.
53. Ensure that individual teachers understand their responsibilities with regard to such assessments.
54. Take and retain registers for all sessions completed. Make suitable arrangements for absentees. Consider whether this affects the security of the assessment and provide alternatives if necessary.
55. Understand and comply with the general guidelines contained in the JCQ Instructions for such assessments and the Awarding Body specification, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website. Ensure that individual teachers are familiar with and understand these.
56. Before the start of the assessment ensure that students are reminded to re-read the contents of the Notice to Candidates Concerning Non-Examined Assessments. Pay particular attention to the sections on referencing material from published sources, plagiarism and the use of Artificial Intelligence (AI).
57. Organise the monitoring of assessments. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
58. Liaise with the examinations officer and SENCO to make arrangements for any students with access arrangements (e.g. extra time, use of laptops). Ensure that teaching staff are fully briefed about these.
59. Ensure that teachers understand that there must be no relevant display material on notice boards in rooms where assessments are taking place and ensure that candidates are seated in such a way that they can confidently confirm that the work produced was that of the candidate concerned.
60. Remind teachers to keep records of absence throughout the periods that the assessment was being completed.
61. Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
62. Agree with the examinations office staff suitable secure storage arrangements for candidates' work. Where possible this should be in the examinations office.
63. Standardise internally the marking of all teachers involved in assessing an internally assessed component. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded for ALL candidates in the cohort for their subject. These marks are retained until after the deadline for reviews and/or notification of the outcome of all reviews.
64. Post-completion, ensure that candidates' work is retained securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work

securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

A Member of Teaching Staff's Role

65. Understand and comply with the general guidelines contained in the JCQ regulations and the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
66. Before the start of the assessment ensure that students are reminded to re-read the contents of the relevant Notice to Candidates. Pay particular attention to the sections on referencing material from published sources, plagiarism and the use of AI.
67. Monitor assessments. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
68. Ensure that instructions regarding any students with access arrangements are followed (e.g. extra time, laptops).
69. Ensure that no relevant display material is on notice boards in rooms where assessments are taking place and ensure that candidates are seated in such a way that they can confidently confirm that the work produced was that of the candidate concerned.
70. Keep records of absence throughout the periods that the assessment was being completed. Ensure that they and the students sign authentication forms on completion of an assessment.
71. Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the Head of Department when required, keeping a record of the marks awarded.
72. Retain candidates' work securely between assessment sessions (if more than one) as instructed by the Head of Department. This can either be in the examinations office or in an agreed locked fireproof cabinet within the department.
73. Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

D. EARLY EXTERNAL EXAMINATION ENTRIES

After considering the educational implications of early entry for GCSE, IGCSE, AS/A Level and other external examinations, the governors have agreed that:

74. Internal candidates studying for subjects which are outside the curriculum offered at the School may be offered the opportunity to sit for qualifications in Y10 and above. For languages they will need to provide their own oral examiner. We are unable to make provision for any candidate to sit any subject which includes a unit of non-examined assessment. Internal candidates will not be allowed to sit for additional GCSEs or A Levels in subjects that are offered by the school but which they are studying outside of school.
75. Candidates for whom French or Spanish is their home language may be offered the opportunity to sit GCSE in that language in Y10 if deemed appropriate. The candidate will need to provide their own oral examiner, unless agreed otherwise with the French or Spanish departments. Please note that in the event that exams are cancelled, the school will not be able to provide a Teacher Assessed Grade for any student sitting for a GCSE in a home language.

76. A decision will be taken based on each candidate's individual circumstances, taking into account the professional judgement of the staff and the availability of resources. Administration and invigilation fees will be payable, in addition to the exam board fees.
77. If a candidate is to sit an examination in a centre other than the School, parents/carers need to inform us via the absence request form. The candidate will then need to collect their UCI number from the exams office to give to the entering centre.
78. If candidates wish to sit the examination at our centre, providing they fulfil the requirements of paragraph 75 or 76 above, they must notify the Examinations Officer in writing by the end of December in the academic year in which they wish to sit the examination. This ensures that entries are made to the examination boards without a charge for late entry being incurred.
79. Candidates who are not students at the School will not be catered for in our examination arrangements.

E. SITTING EXAMINATIONS IN OTHER CENTRES

80. The School discourages students from sitting additional qualifications at other centres.
81. The School will not enter into any arrangements to accommodate clashes between external subjects and subjects being sat in School. The School examination must take priority.

F. RE-MARKS PROCEDURES FOR EXTERNALLY MARKED EXAMINATION PAPERS

82. All candidates will be informed of the post results services available and the deadlines by which requests should be made when they receive their results. These will be provided on a leaflet inside their results envelope and by email
83. The examinations officer or members of the exams office staff will be available, **by appointment**, to process requests for priority reviews on the Friday following the issue of A Level results and throughout the week between A Level and GCSE results. Candidates should make contact with the exams officer by e-mail. **This priority service can only be requested if the candidate has a university place dependent on the outcome of this enquiry.**
84. Non-priority reviews for AS level, A level and GCSE papers may be requested in the first week of the autumn term.
85. The examination board fees for any post-results services must be paid by the candidate and the school will make a small charge to cover administration costs. The fee must be paid for the maximum amount before the request will be submitted.
86. The candidate must sign the written consent form before their request is processed to ensure that they are fully aware that their mark and grade may go down. Any students who are out of the country may provide email consent.
87. The result of an enquiry will be communicated by e-mail or telephone as soon as it is received and copies of the paperwork from the board will be provided if requested.
88. Any appeals against the outcome of a review of marking must be made within 14 days of the receipt of the outcome. Requests for such appeals should be made in writing to the Head of Centre immediately after receipt of the outcome of the initial request.

G. MALPRACTICE

89. Reference in this section to GR and SMPP relate to relevant sections of the current JCQ publications *General Regulations for Approved Centres* and *Suspected Malpractice - Policies and Procedure*

Introduction

90. 'Malpractice', means any act, default or practice which is a breach of the Regulations or which:
- gives rise to prejudice to candidates; and/or
 - compromises public confidence in qualifications; and/or
 - compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
 - damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP Definitions)
91. Malpractice includes maladministration and instances of non-compliance with the regulations, and includes activity such as failure to adhere to the regulations regarding the conduct of examinations and non-examination assessments (NEA), or failures of compliance with JCQ regulations in the conduct of examinations/assessments and/or the handling of examination question papers, candidate scripts or marksheets.

Candidate malpractice

92. 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Centre staff malpractice

93. 'Centre staff malpractice' means malpractice committed by:
- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
 - an individual appointed in another capacity by a centre such as an invigilator, a prompter, a reader or a scribe

General principles

94. In accordance with the regulations The Tiffin Girls' School will:
- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
 - Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
 - As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected malpractice – Policies and procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Informing and advising candidates

95. Candidates are given information about what Malpractice is and how it can affect them in line with current JCQ policy guidance (Suspected Malpractice Policies and Procedures).

96. 'Warning to Candidates' and 'Unauthorised Items' posters are posted outside all exam rooms. The suggested wording for invigilators' announcements at the beginning of written examinations also details what can and cannot be done in the exam environment and is read out at the beginning of every exam.

Plagiarism

97. The Joint Council for Qualifications (JCQ) defines plagiarism as: "The failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own". This could be either copying from published texts, either in print or from the internet, copying material directly from AI, for example ChatGPT, or copying pieces of work that have previously been submitted for examinations.
98. Unless otherwise explicitly stated, plagiarism for the purpose of this document is restricted to NEAs, for which students undertake work that contributes to their final grade in a subject area, at times in unsupervised conditions.

Malpractice involving the use of Artificial Intelligence (AI)

99. For any assessments that could be affected by the use of AI, the teaching staff will inform the candidates of the regulations of if/when AI technology can be used, and also the consequences of its misuse.
100. Heads of Department have all read the 'AI Use in Assessments: Protecting the Integrity of Qualifications' guidance and have shared relevant information with staff who are working with exam classes.
101. This guidance has been shared with parents and students.
102. Staff must explain their expectations in relation to the use of AI in non-examined assessments to students before they begin work on them. These must be agreed on a department-wide level.
103. They must make clear to students that AI is not a replacement for work submitted towards the marking criteria. Students must understand that their work must be their own if they want to get marks for that section of the work.
104. It is anticipated that use of AI will be prohibited in most subjects in relation to the completion of NEAs. Where Heads of Department decide that AI can be used, they must discuss this decision with the Senior Deputy Head in advance of talking to students.
105. If it is agreed that students can use AI when working on NEAs, the Head of Department must create a reference sheet for students to support them with best practice whilst using AI. This should explain how to use it effectively, how not to commit malpractice and how to reference their work. This reference sheet must include the following statements, which should be shared with all students, whether or not AI use is permitted:
AI is not a replacement for work submitted towards the marking criteria
Your work must be your own if you want to get marks for that section of your work.

Preventing the misuse of AI

106. The Head of Department must determine best practice for the staff who are supervising the completion of NEAs. They must discuss this with all staff, and ensure that these procedures are followed consistently. These may include all or some of the following guidelines:
- Consider using an assignment in Google Documents for written NEAs. Students are then required to complete all NEA work on this document. This allows staff periodically to

monitor the ongoing completion of work, and to access the document's activity log. This also facilitates the use of online AI detectors such as Turnitin where necessary, since written material can be copied and pasted.

- Set reasonable deadlines for the submission of work and provide reminders.
- Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision, to allow the teacher to authenticate each student's whole work with confidence.
- Examine intermediate stages in the production of work to ensure that the work is underway in a planned and timely manner, and that the work submitted represents a natural continuation of earlier stages.
- Consider whether it is appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work.
- Use feedback on drafts, where permitted, to use questioning to ascertain the student's level of confidence in and understanding of their material.
- Do not accept, without further investigation, work that staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised.
- Issue tasks for centre-devised assignments that are, whenever possible, topical, current and specific, and require the creation of content that is less likely to be accessible to AI models trained using historic data.

Misuse of AI

107. Use of Artificial Intelligence (AI) in assessments using AI, for example, ChatGPT to generate or modify content to evade plagiarism detection is deemed as malpractice.

108. Examples of AI misuse include:

- copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- copying or paraphrasing whole responses of AI-generated content
- using AI to complete parts of an assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations
- failing to acknowledge and reference the use of AI tools when they have been used as a source of information
- submitting work with intentionally incomplete or misleading references or bibliographies.

109. Work submitted for assessment must be the student's own work

Identifying plagiarism or misuse of AI

110. Teachers may suspect plagiarism or use of AI for a number of reasons. These may include:

- A discrepancy between the quality of the student's work and the standard of work their teacher would expect
- The use of terminology or phrases that the teacher does not associate with the student
- The inclusion of content or concepts that have not been taught and/or which may appear to be beyond the current academic level of the student.

Responding to suspected plagiarism or misuse of AI

111. If the student has not completed the work and signed the authentication form, the Head of Department should:

- Run the work through Turnitin.
- Inform the candidate and instruct them to re-do the work, without any AI content.

- Discuss the implications of unattributed use of AI, or plagiarism, for the student's qualification

112. If the student has signed a Declaration of Authentication, this must be reported to the Head of Centre in the first instance. They need to report it to the exam board using a JCQ/M1 form. This will include a statement from the teacher explaining why they have concerns and also a statement from the candidate.

- They will investigate, whether or not the candidate admits using AI.
- If they have signed the form, the candidate must not be given the chance to amend the work.

Exam board response

113. The exam board may contact the centre to ask questions about the way in which the work was completed and to gather statements from the parties involved.

114. Once all the evidence has been gathered, and if malpractice can be proven, the sanctions that can be applied include a warning for the candidate a loss of all marks for a particular unit or full disqualification from the qualification.

115. All decisions are made on the basis of the balance of probability, rather than beyond all reasonable doubt.

Reporting and investigating malpractice

116. Where suspected malpractice is identified by the centre, the Head of Centre will ensure the individual responsibilities are undertaken in accordance with the requirements (SMPP 2.5)

117. Where suspected malpractice is identified by the centre, the Head of Centre will submit full details of the case immediately to the relevant awarding body (SMPP 4.2)

118. Form JCQ/M1 (Suspected candidate malpractice) or Form JCQ/M2 (Notification of suspected malpractice/maladministration involving centre staff) will ideally be used to notify an awarding body of an incident of malpractice (SMPP 4.2)

119. Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.2)

120. The Head of Centre/appointed information gatherer will gather evidence into allegations of malpractice and deal with the investigation in accordance with the deadlines and requirements set by the awarding body (SMPP 6)

121. If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of the accused individual (SMPP 6.13)

122. After gathering evidence relating to a malpractice investigation, the Head of Centre will submit a full written report of the case accompanied by any appropriate documentation to the relevant awarding body (SMPP 7)

123. Form JCQ/M1 or Form JCQ/M3 (Report into suspected malpractice/maladministration involving centre staff) will be used as the basis of the report (SMPP 7)

- 124.** The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly (SMPP 7)

Communicating malpractice decisions

- 125.** The awarding body will determine the application of a sanction according to the evidence presented, the nature and circumstances of the malpractice, and the type of qualification involved (SMPP 12)
- 126.** Once a decision has been made by the awarding body, it will be communicated in writing to the Head of Centre as soon as possible (SMPP 13)
- 127.** The Head of Centre will communicate the decision to the individual concerned and to pass on details of any sanctions and action in cases where this is indicated (SMPP 13)

Appeals against decisions made in cases of malpractice

- 128.** Information on the process for submitting an appeal will be sent to all centres involved in malpractice decisions (SMPP 14)
- 129.** The Tiffin Girls' School will provide the individual with information on the process for submitting an appeal, where relevant.
- 130.** Refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals processes.

H. CONFLICT OF INTEREST

Introduction

- 131.** The Tiffin Girls' School is required to have in place a Conflict of Interest policy that enables us to identify, manage and mitigate any potential conflict of interest in relation to examinations. All staff and other individuals related to the school have a responsibility to be aware of the potential for a conflict of interest.

Purpose

- 132.** The purpose of this policy is to provide guidance to staff and any other relevant individuals on handling possible conflicts of interest that may arise as a result of their roles as teachers, invigilators, and assessment/exam-related administrators. The policy is designed to protect the integrity of our qualifications and the assessment process. It applies to all staff or other individuals whenever they interact or potentially interact with any of the school's assessment/exam related functions. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise.
- 133.** This policy:
- Defines what is meant by 'conflict of interest' in this context
 - Describes the issues of conflict of interest in the context of working for the school in an assessment/exam related function or with, or for, an awarding organisation.
 - Sets out which conflicts can be managed and how they should be managed, and those which are considered unmanageable and therefore cannot be allowed.
 - Illustrates potential conflict of interest situations, some of which are not obvious

Scope of Policy

- 134.** This policy applies to staff and other individuals who interact or potentially interact with the assessment related work/examinations of the school. This includes individuals involved with all aspects of devising, setting, marking, administering, invigilating, internally quality assuring or any other activity connected with the assessment of candidates and associated supporting resources and services.
- 135.** The individuals falling within the scope of this policy include all staff employed by the school on a full-time, part-time, or casual basis, and IT support staff.

Definition of 'conflict of interest'

- 136.** A conflict of interest is a situation in which an individual has competing interests or loyalties, which could compromise or appear to compromise their decisions if it is not properly managed. In this context there is a potential conflict of interest when a member of staff has friends or relatives taking assessments or examinations, at this school or elsewhere. A conflict of interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at the school or another centre.
- 137.** The Joint Council for Qualifications (JCQ) use the term 'Related People' to cover close friends and relatives. 'Related People' are those with whom the member of staff has a close relationship. It would certainly include spouses, children and siblings, but would also include close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece etc. would count if the contact with that person was close and frequent.
- 138.** A conflict of interest also occurs if any member of staff is entered for an examination or assessment at the school or elsewhere.

Principles

- 139.** The school will:
- Ensure that anyone who has access to confidential assessment material for a qualification understands that its contents are confidential
 - Ensure that all staff have the opportunity to declare any potential conflicts of interest on an annual basis, and as any arise
 - Ensure that no member of staff is asked to assess, invigilate or have any other involvement with the work of a student who is a family member, other relative or close friend
 - Ensure that members of staff do not use their role within the school to compromise the security and confidentiality of all assessment documents, including examination materials
 - Ensure that staff are clear that they may not be involved in tutoring or otherwise preparing students for the school's admissions tests
 - Ensure that invigilators do not supervise clash candidates who have already sat a paper being sat by a family member (or other related person) of the invigilator at a later time.

Responsibilities

- 140.** The HR Director will ensure that
- All staff are aware of and understand this policy, and that they should refer any concerns to the HR department or to the Exams Officer.
 - The google form is completed by all staff who join the school in-year as part of their induction process.

- 141.** The Exams Office will:
- Ensure that all JCQ requirements are adhered to and will maintain appropriate records accordingly.
 - Share the Conflicts of Interest (exams) policy with staff at the start of each academic year, and ask staff to complete the google confirm to confirm whether or not they have any conflicts of interest.
- 142.** The Senior Deputy Head will oversee any necessary adjustments to access to written examination materials necessitated by any conflicts of interest.
- 143.** All staff working in the school should disclose an activity if there is any doubt about whether it represents a conflict of interest. A conflict of interest occurs when an individual who has access to privileged information, or who is responsible for making decisions about assessment outcomes could, potentially, use that information or their position to give an unfair advantage to a close friend or relative entered for an examination or assessment at the school or another centre.
- 144.** Prior to each examination series, all staff and other relevant individuals must inform the exams office of any 'related people' being entered for examinations at the school or at another centre. They do this by completing the google form (Appendix 2). They must also use this form to give details of any family members or other 'related people' who are going through the admissions process either that academic year or the next. Any further disclosures should be made as soon as potential or actual conflict of interest is discovered.
- 145.** Any concerns that the individual feels are urgent should be communicated immediately to the Senior Deputy Head and may be done so in confidence. It is an individual's right to raise concerns relating to the conflict of interest directly with the SLT and to receive a response to their concerns.
- 146.** This Conflict of Interest section should be read in conjunction with the Staff Code of Conduct.

I. INTERNAL ASSESSMENTS

Retention of Papers

- 147.** The School ensures that mock papers are stored securely in school until after results days for the relevant cohorts, to ensure that they are available as evidence in the event of the cancellation of external exams. This is in line with JCQ guidance.

Malpractice involving the use of Artificial Intelligence (AI) and Plagiarism in Internal Assessments

- 148.** The following responsibilities for Heads of Department have been set out in the school's AI policy:
- Setting clear parameters for both staff and students on the use of AI technologies within their department and putting mechanisms in place to ensure that they are adhered to:
 - a. The use of AI in planning and the responsibilities of teachers in relation to appropriateness and accuracy
 - b. The use of AI tools in teaching and learning, by both staff and students, and the safeguarding / academic responsibilities associated with this
 - c. The use of AI tools by students in assessment tasks, which should mirror any relevant NEA guidelines for the subject area
 - d. The use of AI by staff in planning for NEAs and the responsibilities of teachers in relation to appropriateness and accuracy.

- Ensuring that department staff adhere to the school's AI policy and guidelines, only implementing AI tools when approved by SLT, reporting any misuse or ethical concerns related to AI use to the appropriate authorities within the school.

149. The following are key responsibilities among those shared with students in the school's AI policy:

- Students are not permitted to use AI for internally assessed work, unless they are given specific permission to do so by teaching staff in a particular department, for a particular assignment. Any failure to comply with this will be treated in the same way as plagiarism.
- Students are permitted to use AI tools for classwork, projects, and research, provided it aligns with the educational objectives set by teachers and conforms to the guidelines outlined in this policy.
- When generating content using AI tools, students must exercise responsibility, ensuring that the material produced is cited, accurate, unbiased, and aligns with ethical standards upheld by The Tiffin Girls' School.
- Collaboration using AI tools is encouraged, but students must explicitly attribute contributions made by AI in their work. Plagiarism, presenting AI-generated content as one's own, is strictly prohibited.
- In situations where teachers permit the use of AI tools, students should adhere to classroom guidelines and instructions provided by teachers for specific classwork.
- If students have any questions or require clarification on the appropriate use of AI for a specific assignment, they should seek guidance from their teachers before proceeding.
- Being aware of the parameters for student use of AI within each subject area and adhering to these at all times.

Acknowledging all use of AI in academic work

150. Following the exams regulations and departmental guidance in relation to the use of AI in NEAs, including language orals, art coursework, and English orals.

151. Where staff suspect unacknowledged use of AI or plagiarism in internal assessments, they will follow the steps set out for the investigation in relation to NEAs.

152. If, in the professional judgement of a member of staff, or based on the outcomes of this investigation, staff believe that plagiarism or unacknowledged use of AI has taken place, they will:

- Discuss this with their Head of Department or Line Manager
- Put appropriate sanctions in place for the student, in line with the school's behaviour policy
- Communicate the outcomes of the investigation process with parents/ carers
- Meet with the student to explain the decision-making process, to draw their attention to the policies and guidelines that have been shared with them, and to discuss the potential ramifications of malpractice or plagiarism in an external examination.

153. The student's work will not be marked and no grade will be awarded to the work

154. At any stage in this process, the staff involved can seek support from SLT and/or from the Senior Deputy Head.

J. USE OF WORD PROCESSORS IN EXAMINATIONS

- 155.** It is a requirement under JCQ regulations that the school holds a statement for inspection purposes that details how we award and allocate word processors for examinations. The following section sets out the criteria that we use as a school to determine which students will have this as part of their access arrangements provision.
- 156.** Whilst the school does ask that all students have access to their own Chromebook or borrow one from IT on a daily basis, it does not follow that students will have an automatic right to use a word processor for examination purposes. On the contrary, the expectation is that students will complete handwritten papers for any of the courses that they are enrolled.
- 157.** There are of course, situations where we recognise that an individual will be disadvantaged if they are required to handwrite and a reasonable adjustment would be the use of a word processor with the spelling and grammar check facility/predictive text disabled. In such situations, we consider the following when determining who should have this arrangement as part of their access arrangements.
- 158.** A student may have:
- A physical injury or disability
 - A temporary or long-term medical condition
 - A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
 - A sensory impairment
 - Planning and organisational problems when writing by hand
 - Poor handwriting
- 159.** Any allocation of a word processor as an access arrangement has to be agreed and processed by the SENCO. In order to document the need for this provision we may:
- meet with students to understand their challenges and why a word processor would be a reasonable adjustment
 - request evidence from appropriate medical and educational professionals
 - hold samples of handwritten material that demonstrate illegibility.
- 160.** In such instances where this is granted as an access arrangement, this becomes the candidate's normal way of working and they are permitted access to a word processor for any assessment that requires an extended written response or shorter handwritten responses. It is reasonable that a student may use a mix of handwriting or word processing for a paper and this is dependent on the needs of the paper/subject.
- 161.** For the purposes of ensuring that technology meets the strict requirements for use of a laptop, the examinations office holds a set of laptops with the spell checker/grammar checker and internet disabled. These are used throughout the year by students to whom this provision applies and ensures that students are familiar with the technology and this reinforces their normal way of working.

Appendix 1: Reviews of marking - centre assessed marks (GCE and GCSE non-examination assessments)

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

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

- i. The School will ensure that candidates are 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.
- ii. The School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- iii. The School will, having received a request for copies of materials, promptly make them available to the candidate.
- iv. The School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- v. Requests for reviews of marking **must** be made in writing using the Proforma for Internal Review.
- vi. The School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- vii. The School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- viii. The School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- ix. The candidate will be informed in writing of the outcome of the review of the centre's marking, using the Feedback on a Request for an Internal Review form.
- x. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of The School and is not covered by this procedure.

Appendix 2: Conflict of Interest - questionnaire

Academic Year:

Name

Job title

Details of the Conflict of Interest

These may relate to a 'related person' sitting examinations either at our school or another centre. They may relate to a 'related person' going through the admissions process at our school, either this year academic year or the next.

A 'related person' is someone with whom you have a close relationship. This includes spouses, children and siblings and also close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece etc. would count if your contact with that person was close and frequent.

Example of the information required:

Son Tiffin School A Level Chemistry, Latin, French

Google Sheet Examinations Office / Admissions Office Log:

- Measures taken / protocols in place to mitigate any potential risk to the integrity of the qualifications affected.
- Date put in place