



Peterhouse School

Exams Policies

Kimberley Hudson

RELATED / RELEVANT POLICIES AND KEY DOCUMENTS

This document should be read in conjunction with:

ASDAN Terms & Conditions

OCR Regulation and Policies

Pearson Exams Officers Information Manual

Open Awards Provider Handbook

JCQ General Regulations for Approved Centres General and Vocational qualifications

JCQ Instructions for conducting examinations

JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments

SUMMARY / SCOPE

Peterhouse aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route. This document outlines how the school ensures that students are given fair and equal access to qualifications.

1 OUTCOMES FOR PUPILS

Peterhouse aims to equip students with the skills, knowledge and understanding to be a successful adult with autism, including the opportunity to gain relevant nationally recognised qualifications.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. ROLES AND RESPONSIBILITIES

2.1 Everyone

Everyone involved in our exam processes, including staff and pupils, must read, understand and implement this policy.

2.2 Head of centre

The head of centre:

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

Our head of centre is Calvin Wallace

2.3 Exams officer

The exams officer is responsible for the administration of exams. They:

- Manage the administration of internal and external exams
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks
- Are one of the key holders to the secure room with question papers and pre-release materials

Our exams officer is Kimberley Hudson

2.4 Subject leads

Subject leads are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries

- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the subject leads and/or the exams officer

2.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

Our SENCO is Peter Rimmer.

2.7 Lead invigilator(s)

The lead invigilator(s) are responsible for:

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

Our lead invigilator is Kimberley Hudson.

2.8 Candidates

Candidates are responsible for:

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

2 EXAM TIMETABLES

Once confirmed, the exams officer will circulate the exam timetable for both internal and external exams at a specified date before each series begins. Subject Leaders and SLT will be consulted regarding internal exam timetable.

3 ENTRIES (INCLUDING ENTRY DETAILS AND LATE ENTRIES)

Candidates are selected for their exam entries by the Subject Leaders. Candidates or parents/carers can request subject entry, change of level or withdrawal after consultation with Subject Leader. We do not accept entries from private candidates. We do not act as an exams centre for other organisations. Entry deadlines are circulated to Subject Leaders via electronic and paper in-house systems.

4 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 or disturbed during an exam, they are responsible for alerting the invigilators, the Exams Officer or the Head of Centre to that effect. The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam. The exams officer will make a special consideration application to the relevant awarding body within 7 days of the exam.

5 ACCESS TO FAIR ASSESSMENT

Statement of Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in each classroom that accredited learning is part of the curriculum.

All tutors are made aware of the contents and purpose of this policy. This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.

What students can expect from Peterhouse School

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

6 WORD PROCESSOR POLICY

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2023-2024 and Instructions for conducting examinations 2023-2024 publications.

https://www.jcq.org.uk/wp-content/uploads/2024/10/JCQ-AARA-24-25_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2023/08/ICE_23-24_FINAL.pdf

INTRODUCTION

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment. (AA 5.7.5)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The SENCo, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate. (AA 4.2.1)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (see Chapter 3). For example, the use of a practical assistant will not normally be allowed when practical skills are being tested. (4.2.2)

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

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

The above is not an exhaustive list, so adapt it to suit your school's context.

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

We will make sure that:

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

We will also make sure that the word processor:

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

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

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

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

Candidates will be:

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

Each page of the typed script will be numbered.

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

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

7 CHEATING AND PLAGIARISM

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

STATEMENT OF INTENT

At Peterhouse School, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- **Misuse of AI** – Any use of AI which means that pupils have not independently demonstrated their own attainment

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Generative artificial intelligence in education'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- JCQ (2023) 'Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications'
- JCQ (2023) 'Suspected Malpractice Policies and Procedures'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Agreement

ROLES AND RESPONSIBILITIES

The headteacher will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.
- Working with the organisations ICT Manager and school DSL to review and update this policy on an annual basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.

ICT support will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.

The DPO will be responsible for:

- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.

The DSL and Online safety lead will be responsible for:

- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Taking responsibility for the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.

- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Not sharing personal information when using AI.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

DATA PROTECTION AND CYBER-SECURITY

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will not enter data that is classed as personal/sensitive into public AI tools under any circumstances. Any data entered will not be identifiable and will be considered released to the internet.

All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

- Protect personal and special category data in accordance with data protection legislation.
- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Review and strengthen cyber security by referring to the DfE's cyber standards.
- Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.
- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.
- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with Using AI tools

The school will ensure that AI tools are used appropriately to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum
- To teach pupils:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.
 - To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, especially if the work is for an assessment, in order to allow teachers and assessors to review how AI has been used and whether it was appropriate. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.

Pupils will retain a copy of the questions and AI generated content for reference and authentication purposes in a non-editable format, e.g. a screenshot. Pupils will also provide a brief explanation of how AI tools have been used.

When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the

importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools.

MISUSING AI TOOLS

Preventing misuse

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Restricting access to online AI tools on school devices and networks, especially on devices used for exams and assessments
- Setting reasonable deadlines for submission of work and providing pupils with regular reminders
- Allocating time for sufficient portions of pupils' work to be completed in class under direct supervision, where appropriate
- Examining intermediate stages in the production of pupils' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.

- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of pupil work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

EXAMS AND ASSESSMENTS

The school will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI tools regarding exams and assessments. The school will follow the Assessment and Examination Policy, Non-examination Assessment Policy and the Exam Preparation Policy at all times, and ensure that these policies address the appropriate and inappropriate use of AI tools.

Pupils will be made aware of the appropriate and inappropriate uses of AI tools, and the consequences of its misuse. Pupils will be made aware that it is not acceptable to submit work that has been produced with an AI tool, and of the school's approach to plagiarism and malpractice. Pupils will also be made aware of the risks of using AI tools to complete exams and assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.

- Submitting work that contains fake references.

The school will ensure that pupils are issued with, and fully understand, the JCQ [Information for Candidates](#). The school will also ensure that parents are issued with a letter informing them of the risk of using AI tools, what constitutes as misuse, and the school's approach to malpractice.

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupils' use of AI tools in the school.

Pupils will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where the pupil is able to demonstrate that the final submission is the product of their own independent work and thinking.

Pupils will be required to sign a declaration to confirm that they understand what AI misuse is, and that it unacceptable. Pupils will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation. The misuse of AI constitutes malpractice, as defined in the JCQ '[Suspected Malpractice: Policies and Procedures](#)'. Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of AI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of AI generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge the use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references and/or bibliographies

The school will not, under any circumstances, accept work which is not the pupils' own.

SAFEGUARDING

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Child Protection and Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#).

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

TEACHING PUPILS ABOUT THE SAFE USE OF AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Prepare pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

MONITORING AND REVIEW

The Online safety lead, School Business Leader and Exams officer will review this policy in full on an annual basis, and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security.

Any changes made to this policy are communicated to all members of the school community.

9 ACCREDITATION AND INTERNAL MODERATION

Accreditation is the process by which pupils work and achievements can be recognised through nationally accepted work programmes. Their work is assessed through the external moderation of or portfolios previously marked in school. All accredited courses require work, learning or achievements to be externally verified.

The courses on offer are in line with requirements of the Department for Education. The processes for external moderation must be in-line with the requirements of the particular

awarding body from which the course has been selected. The decisions of internal assessors and / or moderators are quality assured on an external basis by the staff of an awarding body.

Staff involved in delivering and moderating courses must declare if they have any conflict of interest; for example, they are related to any students. The school is responsible for taking appropriate action to ensure fairness in marking, assessing and moderation for work.

Internal Moderation is the process by which the judgements of a teacher/assessor are quality assured by an experienced and/or senior colleague. Before work is submitted for external moderation by an independent assessor from an awarding body, an internal moderation takes place to ensure that the decisions are correct, work is of high quality and meets the requirements for which it is being entered. Internal Moderation screens out any pieces of work that may not be up to standard and, therefore, the pupils will be less likely to fail in their course due to the misunderstanding or errors of any staff assessors.

WHO IS INVOLVED IN THE ACCREDITATION AND MODERATION PROCESS?

Internal Moderator

This is the nominated person who will screen and moderate the assessor's decisions concerning each course. The Internal Moderator (IM) will be a member of the Senior Leadership Team - Calvin Wallace. At Peterhouse School the overall responsibility for whole process will be with the Internal Moderator. They are the main email and postal contact for the awarding bodies. They make sure that the internal moderation requirements of each course are fulfilled. The internal moderator will be responsible for the administration of the course, registering of pupils and the selection and attendance of CPD opportunities concerned with the appropriate course.

The following is a list of duties that the Internal Moderator might undertake as part of their role.

- Liaise with External Moderators
- Ensure that projects/tasks/assessment activities enable candidates to produce evidence that will meet the required standards (at proposed level) e.g. fit for purpose
- Check on the quality of delivery of provision
- Support and advise staff on delivery of provision
- Support and advise staff on assessment
- Check assessment at interim points in the delivery of a qualification
- Comment on the quality of assessment and feedback
- Provide effective feedback to the assessor
- Check assessment standards when portfolios are completed
- Monitor implementation of any action or advice following external moderation
- Disseminate good practice

- Check that all staff involved in delivering and moderation of work complete appropriate conflict of interest forms.

The internal moderator will also prepare course work for posting to External Moderator (EM) and / or directly liaise with EMs or Inspectors on a centre visit.

Teacher / Tutor / Assessor

This is the staff member who will be teaching lessons or sessions, delivering the course and assessing students work. They will attend any and all relevant CPD courses concerned with the delivery of their course. They may be required to attend external moderation visits.

SELECTING THE ACCREDITED COURSES

It is the responsibility of the appropriate teacher/tutor (in conjunction with senior management) to decide upon the specific accredited courses selected from the range of possible options offered by the awarding bodies.

SAMPLING QUALITY ASSURANCE DECISIONS

The Internal Moderator will feed back to assessors concerning the quality, validity and accuracy of the work that has been seen. It is considered best practice for the Internal Moderator to countersign the batch of work before it is sent for external moderation.

INTERNAL MODERATION PRINCIPLES

1. It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
2. Internal moderation should be on-going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.

5. All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

TIMELINE OF INTERNAL MODERATION

Autumn Term

- IM to approve Assessment Plans and topic cycles.
- Establish numbers of student cohort.
- Establish levels that these candidates will work on.
- Register candidates
- IM to approve proposed SoW / assessments.
- IM to collect Assessment Plans and topic cycles.
- IM to collect Evaluated Plans at the end of each half term.

Spring Term

- IM to approve Assessment Plans and topic cycles.
- Meeting held to discuss issues and plan for external moderation.
- IM to collect Evaluated Plans.

Summer Term

- IM to approve Assessment Plans and topic cycles.
- Co-ordinator to establish candidates and units to be put forward for external moderation.
- Summative internal moderation to be conducted.
- Arrangements to be made for External Moderation.
- External Moderation takes place.
- Meeting to be arranged to discuss feedback from External Moderation.
- IM to collect Evaluated Plans.

10 APPEALS POLICY

INTRODUCTION

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

ACCESS

Students are made aware of the existence of this policy and have open access to it. It can be obtained on request from the office manager. All tutors are made aware of these policies and how to access them in order that students can be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

POLICY STATEMENT

All students at Peterhouse School have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The Deputy Head teacher (14 – 19) will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. A student must have the support of the centre to be able to appeal against a result.

11 EMERGENCY EVACUATION PROCEDURE FOR EXAMINATIONS & CONTINGENCY PLAN

During an exam the invigilator **must** take the following action in the event of an emergency such as a fire alarm or bomb alert:

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).
- Evacuate the examination room in line with the Peterhouse Evacuation Procedure.
- Advise candidates to leave all examination papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.

- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body

In the event of unplanned events which cause disruption to assessments or exams Peterhouse staff will check for any instruction from the relevant awarding organisation if the circumstances prevent the exam or assessment from taking place or if any student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control.

School exam contingency planning is reviewed in advance of each exam or assessment series and in the event of an emergency the Exams Office will contact the relevant awarding organisation and follow its instructions. This may be in relation to using an alternative venue, for example. The Exams Officer will ensure that parents, carers and students are made aware of any changes to the exam or assessment timetable or to the venue.

After the exam the Exams Officer will consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration from the relevant awarding body. During this process the exam papers and/or students' work is stored under secure conditions until they are returned to the awarding organisations in line with their instructions.

If some of the students have been adversely affected by the disruption, the Exams Officer will ask the awarding organisation about applying for special consideration, following the guidelines of the JCQ and specific awarding body.

12 MALPRACTICE POLICY

STAFF MALPRACTICE POLICY

INTRODUCTION

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally.

WHAT IS MALPRACTICE?

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

EXAMPLES OF MALPRACTICE

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

STAFF MALPRACTICE PROCEDURE

Investigations into allegations will be coordinated by Calvin Wallace, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC

If work is submitted for moderation/verification or for marking which not the candidate's own work is, the awarding body may not be able to give that candidate a result.

STAFF MALPRACTICE SANCTIONS

Where a member of staff is found guilty of malpractice, Peterhouse School may impose the following sanctions:

- 1) Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
- 2) Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
- 4) Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
- 5) Dismissal: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post

APPEALS

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the organisations Appeals Policy.

CANDIDATE MALPRACTICE POLICY

INTRODUCTION

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

EXAMPLES OF MALPRACTICE

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate have been specifically told not to use
- The alteration of any results document

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified. The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate

If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

APPEALS

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line the Appeals Policy.

13 REGISTRATION AND CERTIFICATION

AIM

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

IN ORDER TO DO THIS, THE SCHOOL WILL:

- Register each learner within the awarding body requirements, dual controls in place – Exams Officer and Programme Leader.
- Provide a mechanism for programme teams to check the accuracy of the learner registrations.
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records. Dual Controls.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification – including tracking documents, assessment records and internal verification records
- Students assessed work must be retained for a period of 12 months after certification

14 REVISION STATUS

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
Nov 2018	Updated format	Updated throughout	Veronica Curtis	Sept 2019
Sept 2019	Include refs to conflict of interest	Checked throughout	Veronica Curtis	Sept 2019
Sept 2019	Addition of contingency planning	Contingency plan added to section 5	Veronica Curtis	Sept 2020
Sept 2022	Include reference to Open Awards Provider Handbook	Related /relevant policies and key documents	Kimberley Hudson	Sept 2023
Sept 2024	Addition of AI Policy and Word Processor policy	Changes made throughout	Kimberley Hudson	Sept 2025
April 2025	Policy reviewed	No changes	Kimberley Hudson	April 2026