



Complaints Policy (Exams) 2024-25

Revision No	2
Date Issued	November 2024
Authorised by	Highfields Governing Board
Date approved	6 February 2025
Minute number	31/24
Implementation Date	7 February 2025
Review Date	January 2026

Contents

Purpose, Values and Aims of Highfields School	2
1. Key staff involved in the policy	3
2. Purpose of the policy	3
3. Grounds for complaint	3
4. Raising a concern/complaint.....	5
5. How to make a formal complaint.....	6

Purpose, Values and Aims of Highfields School

Our Core Purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

Our Values

Inclusion, fairness and equality

Respect and tolerance

Celebration of achievement

Personal reflection, honesty and mutual trust

Care for our environment

Aims – to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment

1. Key staff involved in the policy

Role	Name(s)
Head of centre	Andrew Marsh
Senior leader(s)	Peter Cole – Deputy Headteacher with oversight of examination administration
Exams Officer	Natasha Hubbard
Exams Manager	Lizzy Dence

2. Purpose of the policy

This policy confirms Highfields School's compliance with JCQ's current **General Regulations for Approved Centres** (sections 5.3, 5.8) in drawing to the attention of candidates and their parents/carers its written complaints policy which covers general complaints regarding the centre's delivery or administration of a qualification and our internal appeals procedure.

3. Grounds for complaint

A candidate (or their parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of their centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks
- Candidate unhappy with internal assessment decision (complainant to refer via Exams Officer to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration (complainant to refer via Exams Officer to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (on-screen) exam/assessment

- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via Exams Officer to awarding body post-results services)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant to refer via Exams Officer to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

4. Raising a concern/complaint

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, Highfields School encourages them to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally the candidate (or their parent/carer) is then at liberty to make a formal complaint.

5. How to make a formal complaint

Please refer to East Midlands Education Trust (EMET) Complaints Policy, POL-HR-003.

6. Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted by following the centre's internal appeals procedure and completing an internal appeals form
- Forms received will be logged by the centre and acknowledged within 5 working days
- The appeal will be referred to the head of centre
- The head of centre will inform the appellant of the final conclusion in accordance with the internal appeals procedure

7. Associated documents

East Midlands Education Trust (EMET) Complaints Policy, POL-HR-003

Exams Internal Appeals Procedure

Complaints log