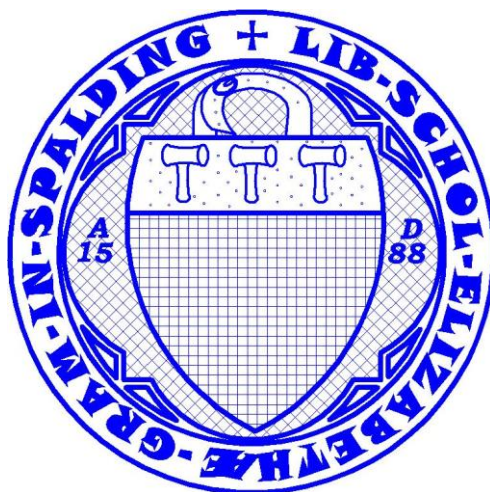


Spalding Grammar School



Malpractice Policy (Examinations)

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Review Cycle:	Annually
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Key staff involved in the Policy:

Role	Name(s)
Centre Number	26233
Head of Centre	Mrs M K Anderson
Assistant Headteacher i/c Assessment, Data and Examinations	Emma Davison
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Purpose of the Policy

This policy is reviewed and updated annually to ensure that any malpractice at Spalding Grammar School is managed in accordance with current requirements and regulations.

This policy written in line with JCQ Instructions for Conducting Exams 2025-2026 Section 15 and Suspected Malpractice Policies and Procedures. Reference in the policy to JCQ General Regulations (GR) relate to relevant sections of the current JCQ documents:

- General Regulations for Approved Centres
- Suspected Malpractice: Policies and Procedures (SMPP)
- AI Use in Assessments: Protecting the Integrity of Qualifications

Elements of this Policy are also incorporated into the Spalding Grammar School Behaviour Policy – section 12 – Behaviour in Examinations

Introduction

This policy and procedures apply to all candidates, centre staff and the centre delivering JCQ awarding body qualifications. Where misconduct by examiners, moderators or awarding body staff is suspected, the appropriate disciplinary procedures will be adhered to.

Read this in conjunction with the full JCQ document ‘Suspected Malpractice Policies and Procedures’.

What is malpractice and maladministration?

‘Malpractice’ which includes ‘maladministration’ means any act, default or practice that is a breach of the regulations and/or awarding body requirements regarding how a qualification should be delivered and/or a failure to follow established procedures in relation to a qualification 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 1).

Incidents of malpractice arise for a variety of reasons, i.e.

- some are intentional and aim to give an unfair advantage in examination or assessment.
- some arise due to lack of awareness of the regulations, carelessness, or forgetfulness in applying the regulations (which may often be called ‘maladministration’).
- some occur as a result of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the supervision of candidates is disrupted).

The individuals involved in malpractice also vary. They may include:

- candidates
- teachers, lecturers, tutors, trainers, assessors or others responsible for the conduct, administration or quality assurance of examinations and assessments, including examinations officers, invigilators and those facilitating access arrangements (e.g. readers, scribes and practical assistants)
- assessment personnel, such as examiners, assessors, moderators or internal and external verifiers
- other third parties (e.g. parents/carers, siblings or friends of the candidate)

Malpractice can be:

- breach of security
- deception
- improper assistance to candidates
- failure to co-operate with an investigation
- candidate malpractice
- maladministration

Malpractice may or may not relate directly to an assessment. Awarding bodies are aware of the possibility of novel or unexpected forms of malpractice emerging as technologies and the nature and organisation of examination centres change.

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Failure to take action as required by an awarding body, as detailed in this document, or to co-operate with an awarding body's investigation, constitutes malpractice. This includes providing knowingly inaccurate or misleading information during the course of an investigation.

Candidate malpractice

'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination (SMPP 2).

It can also include behaviour in examinations or not complying with the regulations whilst in an examination, e.g. disrupting examinations; plagiarism; being in possession of unauthorised materials or equipment including mobile phones, preprogrammed calculators or smart glasses.

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by a member of staff, a contractor, a volunteer or an individual appointed in another capacity such as an invigilator, communication professional/language modifier, practical assistant, prompter, reader or a scribe (SMPP2).

Centre malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate. Examples of malpractice that could result in a finding of centre malpractice are set out in Appendix 2 Part 1. This list is not exhaustive and does not limit the scope of other definitions set out in this document. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP section 19 (SMPP 2)).

Purpose of the Policy

To confirm and outline the policy Spalding Grammar School has in place for inspection that is reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing:

- how candidates are informed and advised to avoid committing malpractice in examinations/assessments.
- how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body.
- acknowledges the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged), the risks of using AI, what AI misuse is and how this will be treated as malpractice of AI (e.g. what AI is, when it may be used and how it should be acknowledged (GR 5.3)).

General Principles

In accordance with the regulations Spalding Grammar School will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11).

- inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice, 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 current JCQ document 'Suspected Malpractice - Policies and Procedures' and provide such information and advice as the awarding body may reasonably require (GR 5.11).

Preventing Malpractice

Spalding Grammar School has robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document 'Suspected Malpractice: Policies and Procedures' (SMPP 4.3).

Heads of Subject and Teachers will, in their subject where AI misuse could be an issue, implement the guidance for Teachers and Assessors from the JCQ document 'AI Use in Assessments: Protecting the Integrity of Qualifications'.

This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:

- General Regulations for Approved Centres 2025-26
- Instructions for conducting examinations (ICE) 2025-2026
- Instructions for conducting coursework 2025-2026
- Instructions for conducting non-examination assessments 2025-2026
- Access Arrangements and Reasonable Adjustments 2025-2026
- A guide to the special consideration process 2025-2026
- Suspected Malpractice: Policies and Procedures 2025-2026
- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications
- Post Results Services June 2025 and November 2025
- A guide to the awarding bodies' appeals processes 2025-2026 (SMPP 3.3.1)

Malpractice in Examinations or Assessments

Malpractice includes, but is not limited to:

- AI misuse (as above)
- Causing disruption in the examination including making noises; talking to other candidates once they have entered or prior to leaving the examination room (with reference to the Sports Hall – entry and departure of the building)
- Falling asleep and snoring/causing a disruption
- Use of inappropriate / abusive language when completing scripts/answer books
- Inappropriate writing and drawings in the answer books not related to the questions.
- Candidate bringing and having unauthorised materials into the exam
- Candidate having unauthorised equipment in the room e.g. mobile phones; smart glasses; programmable calculators; calculators where no calculators permitted
- Candidate refusing to hand over unauthorised equipment/materials when asked by invigilator or any member of staff
- Content of work including inappropriate/offensive content, copying/collusion, plagiarism and/or false declaration of authentication
- Possession of unauthorised materials, breach of assessment conditions or where candidate has falsely signed the declaration of authentication.

Candidates will be made aware of the consequences and possible penalties the school and/or the awarding body may apply on the reporting of the incident.

AI Misuse

For definitions of AI and further information of how this can be used in assessments and examinations, including the potential risks, please refer to the JCQ 'AI Use in Assessments: Protecting the Integrity of Qualifications'.

AI misuse includes, but is not limited to:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the candidate's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work or language used does not reflect the candidate's own work, analysis, evaluation or calculations
- Failing to acknowledge 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 or bibliographies

Teachers will reinforce the significance of their electronic declaration where they confirm the work they are submitting is their own and ensure they understand the consequences of a false declaration (if it has been identified any of their work is plagiarised or as a result of AI misuse).

If AI misuse is identified in coursework or non-examination assessment prior to the candidate's final submission and declaration of authentication, the candidate will be given the opportunity to review their work, make changes and/or correct their referencing to identify the use of AI.

Informing and advising candidates how to avoid committing malpractice in examinations/assessments

Class teachers will advise candidates about malpractice and how to avoid it at the start of the course and again before they undertake non-examination assessments. This will include the advising on the use of AI and clear referencing the use of it. As part of this process, teaching staff will also explain to candidates the importance of them submitting their own independent work (result of their own efforts, independent research etc) for assessments and stress to candidates/ parents/carers the risks of malpractice.

Heads of Subject and class teachers delivering qualifications including coursework and/or a non-examination assessment will undertake annual training regarding the use of AI and identification of misuse.

Candidates will also be advised as to what could and would be considered as malpractice in examinations/non-examination assessments through examination and assessment assemblies – including the potential penalties resulting from reported malpractice.

Both the examinations presentation made to candidates and the Malpractice Policy and Procedures are made available to all candidates and parents/carers on the school website.

All candidates undertaking non-examination assessments are given a copy of the JCQ document 'Information for Candidates – Non-examination assessments' and it is shared on the relevant Year group Teams site and school website.

All Heads of Subject and teaching staff involved in non-examination assessments will be required to read the JCQ guide 'AI Use in Assessments: Protecting the Integrity of Qualifications' and the JCQ 'Information for Candidates: Non-examination assessments'. Teachers will advise candidates at the start of the non-examination assessment subject what is considered AI misuse and what processes will take place if there AI misuse has been identified. Teachers will also record details of any assistance given to candidates.

Identification and Reporting of Malpractice

Escalating suspected malpractice issues

It is the responsibility of all staff to report promptly any incidences of suspected malpractice they may have identified.

Once suspected malpractice is identified, it should be reported immediately to the Head of Subject who will escalate it to the Assistant Headteacher i/c Assessment, Data and Examinations in writing. This will then be discussed with the Head of Centre, who will carry out an investigation and take appropriate action.

Reporting suspected malpractice to the awarding body

- The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will with the support of the Assistant Headteacher i/c Assessment, Data and Examinations conduct any investigation and gather information in accordance with the requirements of the JCQ document 'Suspected Malpractice: Policies and Procedures' (SMPP 4.1.3).
- The Head of Centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3).
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6).
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication does not need to 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 4.5).
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of the rights of accused individual(s) (SMPP 5.33).
- Once the information gathering has concluded, the Head of Centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained from their enquiries (5.35).
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37).
- The awarding body will decide based on 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 5.40).

Those reporting malpractice who wish to remain anonymous should be aware that awarding bodies may need to disclose their details to others where they are required to provide information to the police; in response to subject access requests under data protection legislation or where they are required to share information with regulatory bodies, i.e. Ofqual.

Communicating Malpractice Decisions

Once a decision has been made, it will be communicated in writing to the Head of Centre as soon as possible. The Head of Centre will communicate the decision to the individuals and where relevant parents/carers concerned and pass on details of any sanctions and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal. (SMPP 11.1).

Appeals against decisions made in cases of malpractice

Spalding Grammar School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant and in reference to the centre's Internal Appeals Policy.
- Refer candidates to the appeals process outlined in the school's Internal Appeals Policy and provide the individual with a copy of the Policy (also available on the school website), where the malpractice relates to a NEA and/or coursework.
- Refer to further information and follow the process provided in the JCQ document 'A Guide to the Awarding Bodies' Appeals Processes'.

Appendix 1

Examples of Malpractice and the Penalties which may be applied

Please refer to the full JCQ Suspected Malpractice Policies and Procedures for more examples and information.

Offence	Warning	Loss of marks on that paper	Loss of marks on all papers in that subject or disqualification
Calculators/Dictionaries when prohibited	Not used	Used or attempted to use	
Bringing notes in the wrong format or prohibited annotations into the examination room	Notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject	Notes/annotations are relevant and give an unfair advantage	Notes/annotations introduced in a deliberate attempt to gain an advantage
Mobile phone or similar electronic devices (including smart glasses, iPod, MP3/4 player, memory sticks, smartphone, smartwatch, AirPods, earphones and headphones)	Not in the candidate's possession but makes a noise during the examination	In the candidate's possession but no evidence of being used by the candidate	In the candidate's possession and evidence of being used by the candidate
A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations	Minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after being told to stop	Major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing after being told to stop	Repeated non-compliance
Failing to abide by the conditions of supervision designed to maintain the integrity and security of the examinations	Leaving examination early (no loss of integrity); removing script from the room but evidence that integrity was maintained	Removing script from the examination room but with no proof that the script is safe; taking home materials	Deliberately breaking timetable clash supervision arrangement; removing script from examination room and with proof that the script has been tampered with; leaving examination room early so integrity is impaired
Disruptive behaviour in the examination room or assessment session (including use of offensive language)	Minor disruption lasting a short time; calling out, causing noise, turning around	Repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room;	Warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property

		taking another's possessions	
Verbal communication	isolated incidents of talking before the start of the examination or after papers have been collected	talking during the examination about matters not related to the exam; accepting examination related information	talking about examination related matters during the exam; whispering answers to questions
Communication	passing/receiving written communications which clearly have no bearing on the assessment	Accepting assessment related information	passing assessment related information to other candidates; helping one another; swapping scripts
The inclusion of offensive or obscene material in scripts, controlled assessments, coursework, NEAs or portfolios	Isolated offensive words or drawings	Frequent offensive words or drawings; isolated obscenity or offensive comments directed at an individual or group	Frequent obscenities; discriminatory language, remarks or drawings directed at an individual or group
Copying from another candidate or allowing work to be copied (including the misuse of technology)	Lending work not knowing it would be copied	Permitting examination script/work to be copied; showing other candidates' answers	Copying from another candidate's script, controlled assessment, coursework, non-examination assessment; borrowing work to copy
use of social media for the exchange and circulation of real or fake assessment material	attempting to source secure assessment related information online/via social media	accepting/receiving real or fake assessment related information via social media without reporting it to the awarding body	misuse of assessment material (real or fake) including: attempting to gain or gaining prior knowledge of assessment information via social media; improper disclosure of real or fake assessment information; passing or distributing real or fake assessment related information to others
Obstructing or hindering a malpractice investigation	failing to report suspected malpractice by other candidates	providing incomplete information to those gathering information for a malpractice investigation	providing misleading and/ or significantly incomplete information to those gathering information for a malpractice investigation