



# Non-Examination Assessment Policy 2019/2020

*This policy is reviewed annually to ensure compliance with current regulations.*

**Last Review Date: Summer 2019**

**Reviewed by Governors: 09/12/19**

**Next Review Date: Summer 2020**

**Reviewer: Lynn Kennedy**

**Signed:.....**

## What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

*“The regulator’s definition of an examination is very narrow and in effect any type of assessment that that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

The term Non-Examination Assessment is further referred to in this policy as NEA.

## Purpose of the policy

The purpose of this policy, as defined by JCQ, is to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

## Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

### Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of [NEA](#)
- Ensures that the centre’s non-examinations assessment policy is fit for purpose
- Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates and parent(s)/carer(s) appealing against internal assessment decisions and requesting a review of the centre’s marking

### Senior Leaders

- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

### Quality Assurance, Lead/Lead Internal Verifier

- Confirms with head of subject that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates

- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning and resources.

### **Head of Subject**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with quality assurance lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

### **Subject Teachers**

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.

### **Examinations Officer**

- Signposts the annually updated JCQ publication instructions for conducting non-examination assessments to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments

## Task Setting

### Subject Teachers

- Selects tasks from a choice provided by the awarding body **or** designs task where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.

## Issuing of Tasks

### Subject Teachers

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

## Task Taking

### Supervision

#### Subject Teachers

- Checks the awarding body's subject specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents 'Information for candidates – non-examination assessment and Information for candidates – Social Media'
- Ensures candidates understand and comply with the regulations in relevant JCQ documents 'Information for candidates'

## Advice and feedback

### **Subject Teachers**

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it
- Will not provide candidates with model answers or outlines/headings specific to the task

## **Resources**

### **Subject Teachers**

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically

## **Word and time limits**

### **Subject Teachers**

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

## **Collaboration and group work**

### **Subject Teachers**

- Unless stated otherwise in the awarding body's specification and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

### **Authentication procedures**

#### **Subject Teachers**

- Where required by the awarding body's specification – ensures candidates sign a declaration confirming the work they have submit for final assessment is their own unaided work and signs the teach declaration of authentication confirming the requirements have been made
- Keeps signed candidate declarations on file until the deadline for enquires about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs a member of the senior leadership team

### **Presentation of work**

#### **Subject Teachers**

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to ass their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

## **Keeping materials secure**

### **Subject Teachers**

- When work is being undertaken by candidates under formal supervisions, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquires about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

### **IT Manager**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

## **Task Marking – externally assessed work**

### **Conduct of externally assessed work**

#### **Subject Teachers**

- Liaises with the examinations officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

### **Examinations Officer**

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication 'Instructions for conducting examinations'

### **Submission of work**

#### **Subject Teachers**

- Provides the attendance register to a Visiting Examiner

#### **Examinations Officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquires about results for the exam series
- Packages the work as required by the awarding body and attaches the examiners address label
- Despatches the work to the awarding body's instructions by the required deadline

## **Task Marking – internally assessed components**

### **Marking and annotation**

#### **Head of centre**

- Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

#### **Head of department**



- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

### **Subject Teachers**

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work as required with the marking criteria provided by the awarding body
- Annotates candidates' work required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted to the awarding body
- Ensures candidates are informed of the procedure for internal appeals, and how to access the relevant appeal forms

### **Internal standardisation**

#### **Quality assurance, Lead/Lead internal verifier**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme
- Ensures accurate internal standardisation – for example by: obtaining reference materials at an early stage in the course, holding a preliminary trial marking session prior to marking, carrying out further trial marking at appropriate points during the marking period, after most marking has been completed hold a further meeting to make final adjustments, marking final adjustments to marks prior submission and retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

### **Subject Teachers**

- Indicates on work (or cover sheet) the date of marking

- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

## **Consortium arrangements**

### **Head of Subject**

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the examinations officer to ensure form JCQ/CCA is submitted to the awarding body for each examination series affected
- Ensures procedures for internal standardisation as a consortium are followed

### **Subject Teachers**

- Provides marks to the examinations officer to the internal deadline
- Provides the moderation sample to the examinations officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series or until any appeal, malpractice or other results enquiry has been completed, whichever is later

### **Examinations Officer**

- Where the centre is the consortium lead
  - submits the notification of Centre consortium arrangements for centre-assessed work via the awarding body's Centre Admin Portal (CAP) to the deadline for each exam series affected
  - submits marks to the awarding body deadline
  - liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline

## **Submission of marks and work for moderation**

### **Subject Teachers**

- Inputs and submits marks online via the awarding secure extranet site, keeping a record of the marks awarded to the external deadline/provides marks to the examinations officer to the internal deadline

- Where responsible for marks input, ensures checks are made that any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/provides the moderation sample to the examination officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

#### **Examinations Officer**

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates work to the moderator by the awarding body deadline, keeping a record of the work submitted/confirms with subject teachers that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation – work is dispatched in packaging provided by the awarding body moderator label(s) provided by the awarding body are affixed to the packing and proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teachers, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

### **Storage and retention of work after submission of marks**

#### **Subject Teachers**

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquires about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc)

#### **Examinations Officer**

- Ensures any sample returned after moderation is logged and returned to the subject teachers for secure storage and required retention

### **External moderation – the process**

#### **Subject teachers**

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

### **External moderation - feedback**

#### **Head of Subject**

- Checks moderator reports and ensures that an remedial action, if necessary, is undertaken before the next examination series
- Checks the final moderated marks when issued to the centre when the results are published

#### **Examinations Officer**

- Access or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administrator

### **Access arrangements**

#### **Subject Teachers**

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

### **Special Educations Needs Coordinator (SENCo)**

- Follows the regulations and guidance in the JCQ publications 'Access Arrangements and Reasonable Adjustments' booklet
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

### **Special consideration and loss of work**

#### **Subject Teachers**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate – is absent, produces a reduced quantity of work or work has been lost
- Liaises with the examinations officer when special consideration may need to be applied for a candidate taking assessments

#### **Examinations Officer**

- Refers to/directs relevant staff to the JCQ publication [\*A guide to the special consideration process\*](#)
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application

## **Malpractice**

### **Head of Centre**

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication 'Suspected Malpractice in Examinations and Assessments: Policies and Procedures
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### **Subject Teachers**

- Is aware of the JCQ 'Notice to Centres – Teachers sharing assessment material and candidates' work
- Ensures candidates understand the JCQ document 'Information for candidates – Social Media'
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

### **Examinations Officer**

- Signposts the JCQ publication 'Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
- Signposts the JCQ 'Notice to Centre – Teachers sharing assessment material and candidates' work to head of subject
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## **Enquires about results**

### **Head of Centre**

- Ensures the centre's 'internal appeals procedures' clearly detail the procedure to be followed by candidates or parents/carer(s) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal

### **Head of Subject**

- Provides relevant support to subject teachers making decisions about enquires about results

### **Subject Teachers**

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the examinations officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the examinations officer in collecting candidate consent where required

### **Examinations Officer**

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *'Post Results Services' (Information and guidance to centres...)*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

## **Spoken Language Endorsement for GCSE English Language specifications designed for use England**

### **Head of Centre**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

### **Quality assurance, Lead/Lead Internal Verifier**

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

### **Head of Subject**

- Confirms understanding of the spoken language endorsement for GCSE English language specifications designed for use in England
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

### **Subject Teachers**

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

### **Examinations Officer**

- Accepts contact with the monitor and pass information to the subject lead for a visit to be arranged with at least two weeks notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome



## Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course. IT systems checked prior to date. Alternative IT systems used to gain access. Awarding body contacted to request direct email of task details.	
Centre set task: Subject teach fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice material etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification. Samples assessment criteria in the centre set task.	
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates. Records confirm all candidates understand the marking criteria. Candidates confirm/record they understand the marking criteria.	
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan – Teaching staff extended absence at key points in the exam cycle.	
<b>Issuing of tasks</b>		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specification and requirements/tasks for new specifications. Awarding body guidance sought where this issue remains unresolved	

Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to candidates contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching.	
The wrong task is given to candidates	Ensures course planning and information taken from awarding body's specification confirms the correct task will be issued to candidates. Awarding body guidance sought where this issue remains unresolved.	
Subject teacher long term absence during the issuing of tasks stage.	See centre's exam contingency plan – Teaching staff extended absence at key points in the exam cycle.	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i> <i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	
<b>Task setting</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities insufficient for number of candidates. Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply).	
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication instructions for conducting non-examination assessments and any	

	<p>other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates.</p> <p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy.</p>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<p>Instructions and processes in the current JCQ publication instructions for conducting non-examination assessments (section 9 malpractice) are followed.</p> <p>An internal investigation and where appropriate internal disciplinary procedures are followed.</p>	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</p>	
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures.</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.</p> <p>Full records kept detailing all information and advice given to candidates prior to starting their work as appropriate to the subject and component.</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work.</p>	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p>Ensures a centre-wide process is in place for subject teachers' to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures.</p> <p>Regular monitoring of subject teacher completed records and sign off to confirm monitoring activity.</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component.</p> <p>Candidate confirms/records advice and feedback given during the task taking stage</p>	



<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p>An investigation is conducted, candidates and subject teacher are interviewed and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the awarding body.</p>	
<p>candidate does not reference information from published source</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment. Candidate is again referred to the JCQ document information for candidates: non-examination assessments. Candidates detailed record of her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	
<p>Candidate does not set out reference as required</p>	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment. Candidate is again referred to the JCQ document information for candidate: non-examination assessments. Candidates detailed record of her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	
<p>Candidate joins the course late after formally supervised task taking has started</p>	<p>A separate supervised session(s) is arranged for the candidate to catch up.</p>	
<p>Candidate moves to another centre during the course</p>	<p>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.</p>	
<p>An excluded pupil wants to complete her non-examination assessment(s)</p>	<p>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education. If so, arrangements for supervision, authentication and marking are made separately for the candidate.</p>	

<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions.</p> <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions.</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions.</p>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<p>Candidate's detailed record of her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources.</p> <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidates detailed records acknowledge sources appropriately</p> <p>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding boy for the candidate.</p>	
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory.</p> <p>Where limits are for guidance only, candidates are discouraged from exceeding them.</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood.</p>	
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this not permitted	<p>Records confirm the awarding body specification has been checked to determine if group work is permitted.</p> <p>Awarding body guidance sought where this issue remains unresolved.</p>	

<b>Authentication procedures</b>		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p>Records confirm subject staff have been made aware of the JCQ document teachers sharing assessment material and candidates' work.</p> <p>Records confirm that candidates have been issued with the current JCQ document information for candidates: non-examination assessments.</p> <p>Candidates confirm/record that they understand what they need to do to comply with regulations for non-examination assessments as outlined in the JCQ document information for candidates: non-examination assessments.</p> <p>The candidate's work is not accepted for assessment.</p> <p>A mark of zero is recorded and submitted to the awarding body.</p>	
<p>Candidate does not sign their authentication statement/declaration</p>	<p>Records confirm that candidates have been issued with the current JCQ document information for candidates: non-examination assessments.</p> <p>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document information for candidates@ non-examination assessments.</p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment.</p>	
<p>Subject teacher not available to sign authentication forms</p>	<p>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures.</p>	
<b>Presentation of work</b>		
<p>Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment</p>	<p>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment.</p>	

<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication instructions for conducting non-examination assessments. Regular monitoring ensures subject teacher use of appropriate secure storage.	
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course. Alternative secure storage sourced where required.	
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.	
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register.	
<b>Task marking – internally assessed components</b>		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.	
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work.	



The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work.	
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication. Instructions for conducting non-examination assessments (section 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed.	
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course. Marked work of said child is submitted for moderation whether part of the sample requested or not.	
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension.	
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates.	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body. Records confirm candidates have been informed of their marks. Candidate are informed that these mark are subject to change through the awarding body's moderation process.	

	<p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the examinations officer for the submission of marks.</p> <p>Through the candidate exam handbook, candidate are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body.</p>	
Deadline for submitting work for formal assessment not met by candidate	<p>Records confirm deadlines given and understood by candidates at the start of the course.</p> <p>Candidates confirm/record deadlines known and understood.</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met. Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate.</p>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p>Internal/external deadlines are published at the start of each academic year.</p> <p>Reminders are issued through senior leadership team/head of departments as deadlines approach.</p> <p>Records confirm deadlines known and understood by subject teachers.</p> <p>Where appropriate, internal disciplinary procedures are followed.</p>	
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	

## Selly Park Non-Examined Assessment Procedures

Selly Park Girls 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. Selly Park Girls 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.

1. Selly Park Girls 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.
2. Selly Park Girls 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.
3. Selly Park Girls School will, having received a request for materials, promptly make them available to the candidate, either originals viewed under supervised conditions or copies.
4. Selly Park Girls School will provide candidates with sufficient time, normally at least five working days, in order to allow them to review copies of materials and reach a decision.
5. Selly Park Girls School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. Selly Park Girls 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.
7. Selly Park Girls School will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
8. Selly Park Girls School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Selly Park Girls School will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures

that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

NB: Template policy as suggested by JCQ

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

# **NON EXAMINED ASSESSMENT CANDIDATE APPEAL FORM**

This form is to be completed by non-BTEC students who wish to appeal the marks given to them for non-examined assessment as per JCQ guidelines. At Selly Park Girls students this can cover any of the following courses:

- Spoken language endorsement for GCSE English Language
- Technology coursework and or controlled assessments.
- Art coursework and or controlled assessments.
- IT coursework and or controlled assessments.
- Other non-BTEC courses.

<b>STUDENT NAME</b>	<b>COURSE INFORMATION</b>	<b>ASSESSING TEACHER</b>

## **REASONS FOR APPEAL**

Signature:

Date:

### **Next Steps**

This appeal will be submitted to the Assistant Head Teacher in charge of Assessment who will assign a reviewing officer who will report their findings within five working days of the submission of this appeal.

<https://www.jcq.org.uk/exams-office/non-examination-assessments>