



OAKLANDS CATHOLIC SCHOOL
AND
SIXTH FORM COLLEGE

With delegated responsibility from the
Edith Stein Catholic Academy Trust

**NON-EXAMINATION ASSESSMENT
POLICY**

APPROVED BY LOCAL GOVERNING BODY	OCTOBER 2021 <i>(Updated March 2022)</i>
SCRUTINISED BY TEACHING & LEARNING COMMITTEE	SEPTEMBER 2021 <i>(Updated March 2022)</i>
DATE LAST REVIEWED	MARCH 2022
MEMBER OF STAFF RESPONSIBLE	DEPUTY HEAD
STATUTORY / NON-STATUTORY	JCQ REQUIREMENT



Community

Unity



Opportunity

Policy Amendments

Version Date	Section / Page	Amendments
October 2021		No amendments required
March 2022	Appendix 1 / Page 18	New Appendix Reviews of Marking – Centre Assessed Marks

1.0 Introduction

- 1.1 This policy applies to the delivery of subjects of reformed GCE and GCSE qualifications which contain an element of non-examination assessment.
- 1.2 *“The regulator’s definition of an examination is very narrow and in effect any type of assessment 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’.”*
- 1.3 The JCQ states that *“the principles for non-examination assessment as determined by the qualification regulators for England and Wales are:*
- *non-examination assessment should only be used where it is the only valid means of assessing essential knowledge and skills;*
 - *non-examination assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability;*
 - *any non-examination assessment should be designed to fit the requirements of the particular subject including the relative weighting of written examinations.”*
- 1.4 *“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:*
- *task setting;*
 - *task taking;*
 - *task marking.”*
- 1.5 *“The JCQ requires each centre to have a non-examination assessment in place 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.”*

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

2.1 The Roles of Staff

2.1.1 Head of centre

- Ensures that the centre’s *non-examination assessment policy* is fit for purpose
- Ensures that the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

2.1.2 Senior leaders

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

2.1.3 Exam Manager QA Lead / Internal verifier

- Confirms with subject heads 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
- 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, resources etc.
- Ensures that subject teachers share marks with students in accordance with the centre internal appeals procedure relating to internal assessment decisions.

2.1.4 Subject Head

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures non-examination assessments and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the Exam Manager / QA lead / Lead internal verifier to ensure appropriate procedures are followed to internally standardise / verify the marks awarded by subject teachers
- Ensures the Exams 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 component/unit entry code) to the internal deadline for entries.

2.1.5 Subject teacher

- Understands and complies with the general instructions as detailed for non-examination assessments
- 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.

2.1.6 Exams officer

- Contacts subject Heads to obtain the relevant course codes during the first half term of the new academic year.
- Downloads relevant basedata from the awarding bodies in order to create entry marksheets.
- Carries out tasks where these may be applicable to the role in supporting the administration / management of non-examination assessment.
- Ensures entries are made by the deadline set by the awarding bodies.

2.2 Management of Tasks

2.2.1 Subject Teacher

- Selects the task(s) from a number of comparable tasks provided by the awarding body or designs their own task(s) in conjunction with candidates, where permitted, using criteria set out in the specification.
- Ensures that candidates are made aware of the criteria used to assess their work.
- Must take care to distinguish between guidelines for legacy specifications and reformed specifications.
 - Should the wrong task be given to candidate(s) then the subject teacher must make arrangements for the candidate(s) to take the correct task. **The awarding body will not always be able to accept work based on the wrong task and so care in issuing the tasks must be taken.**

- Supervision of the candidates must be sufficient in order to allow work to be authenticated and to confirm that the work submitted by a candidate is his or her own.
- Must ensure that students:
 - understand that information from published sources is correctly referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material
- As relevant to the subject or 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 take it into account in the marking or submit it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensures that candidates are aware of the school's Exams and Controlled Assessment Policy including the Appeals Against the Marking of Assessments guidance.

2.3 Resources

2.3.1 Subject teacher

- Refers to the awarding body's specification and / or associated documentation to determine if candidates have restricted or 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.

2.4 Word and time limits

2.4.1 Subject teacher

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

2.5 Collaboration and group work

2.5.1 Subject teacher

- 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
- Keep a record of each candidate's contribution where candidates are working in a group.

2.6 Authentication procedures

2.6.1 Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries 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 the *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* and informs the exams officer

2.7 Presentation of work

2.7.1 Subject teacher

- Instructs candidates to present work as detailed in *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header / footer on each page of their work
- **Obtains informed consent at the beginning of the course from parents / carers if videos, photographs or images of candidates will be included as evidence of participation or contribution.**
- Ensures that each candidates' work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

2.8 Keeping materials secure

2.8.1 Subject teacher

- When work is being undertaken by candidates under formal supervision, 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 the school's data protection guidance when work is taken home for marking.
- 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.
- 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.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the school.
- Ensures that students understand plagiarism and its consequences.

2.8.2 IT Manager

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

2.8.3 Exam Officer

- Where requested, stores internally assessed work, including the sample returned after awarding body moderation, securely until the all possible post-results services have been exhausted.

3.0 Task marking – externally assessed components

3.1 Conduct of externally assessed work

3.1.1 Subject teacher

- Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

3.1.2 Exams 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*.

3.2 Submission of work

3.2.1 Subject teacher

- Provides the attendance register to a Visiting Examiner after clearly identifying those candidates who are present or absent to ensure delivery of an accurate set of results.

3.2.2 Exams 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 and that it is despatched by the required deadline.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Despatches the work to the awarding body's instructions by the required deadline

4.0 Task marking – internally assessed components

4.1 Marking and annotation

4.1.1 Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Annotates candidates' work as 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 of their marks in a timely manner and before final marks are submitted to the awarding body to enable application of the Appeals Against the Marking of Assessments process if required by the candidate.

4.2 Internal standardisation

4.2.1 Quality assurance (QA) lead / Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

4.2.2 Subject teachers

- Marks to common standards and indicates on work (or cover sheet) the date of marking.

4.3 Submission of marks and work for moderation

4.3.1 Subject teacher

- Inputs and submits marks correctly online via the awarding body secure extranet site by the set deadline or provides marks to the exams officer in advance of ~~to~~ the internal deadline.
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted ~~or~~ provides the moderation sample to the exams officer by 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

4.3.2 Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted by the external deadline or confirms with subject teachers that marks have been submitted by the awarding body deadline.
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted or confirms with the subject teacher that the moderation sample has been submitted by the awarding body deadline.
- Ensures that for postal moderation work is dispatched in packaging provided by the awarding body moderator labels, if provided by the awarding body, are affixed to the packaging or legible labels are created and attached securely.
- Proof of dispatch is obtained and kept on file until the successful issue of final results.
- Through the subject teacher, 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

4.4 Storage and retention of work after submission of marks

4.4.1 Subject teacher

- 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 enquiries 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.).

4.4.2 Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention or securely stores work returned until after all post-results options are exhausted.

4.5 External moderation - feedback

4.5.1 Subject Head / Lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

4.5.2 Exams officer

- Accesses or signposts moderator reports to relevant staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

5.0 Access arrangements

5.1 Subject teacher

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

5.2 Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualifications 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.

6.0 Special consideration

6.1 Subject teacher

- 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
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments.

6.2 Exams 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.

7.0 Malpractice

7.1 Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases 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](#)

7.2 Subject teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand of the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)

7.3 Exams officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre.
- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to subject heads.
- Signposts candidates to the relevant JCQ information for candidates documents.
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice.

8.0 Enquiries about results

8.1 Head of centre

- Ensures the centre's *internal appeals procedures* (contained in the Exams and Controlled Assessments Policy) clearly detail the procedure to be followed by candidates (or their parents / carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

8.2 Subject Head / Lead

- Provides relevant support to subject teachers making decisions about enquiries about results.

8.3 **Subject teacher**

- Provides advice and guidance to candidates on their results and the post-results services available.
- Provides the exams 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 exams officer in collecting candidate consent where required.

8.4 **Exams 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 for 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 by the deadline.
- Collects candidate consent where required.

9.0 **Practical Skills Endorsement for the A Level Sciences designed for use in England**

9.1 **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 prescribed practical activities

9.2 **Subject Head / Lead**

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*.
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics. ~~(in Autumn 2016)~~
- Undertakes training provided by the awarding body on the implementation of the practical endorsement.
- Disseminates information to subject teachers ensuring the standards can be applied appropriately.
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

9.3 **Subject teacher**

- Ensures all the requirements in relation to the endorsement are known and understood.
- Ensures the required arrangements for practical activities are in place.
- Provides all the required centre records.
- Ensures candidates provide the required records.
- Provides any required information to the subject lead regarding the monitoring visit.
- Assesses candidates using Common Practical Assessment Criteria (CPAC).
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment.
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome.
- Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment

10.0 Spoken Language Endorsement for GCSE English Language specifications designed for use in England

10.1 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

10.2 Quality assurance (QA) Lead / Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

10.3 Subject Head

- 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.

10.4 Subject teacher

- 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.

10.5 Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	EO Network Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials 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</i>	SLT - Exams
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>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</i>	SLT – Exams Subject Head
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	EO SLT – Exams
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	SLT – Exams Subject Head
Awarding body set task not issued to candidates on time	<i>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</i>	SLT – Exams Subject Head
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	SLT – Exams Subject Head
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	EO SLT – Exams
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates / periods included in centre wide calendar</i>	SLT

Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>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)</i>	EO SLT – Exams Network Manager
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body’s specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre’s non-examination assessment policy</i>	EO SLT – Exams Subject Head
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	EO SLT – Exams Subject Head
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	EO SEnCo
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>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 Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	SLT – Exams Subject Head Subject Teachers
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>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 Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	SLT – Exams Subject Head Subject Teachers
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>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</i>	EO SLT – Exams
Candidate does not reference information from published source	<i>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 Candidate’s detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teachers

Candidate does not set out references as required	<i>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 candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teachers
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teachers
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	EO
An excluded pupil wants to complete his / her non-examination assessment(s)	<i>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</i>	SLT – Exams
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teachers
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teachers
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teachers
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	SLT – Exams
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	<i>Records confirmation subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirmation that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	SLT – Exams Subject Head Subject Teacher EO
Candidate plagiarises other material		

Candidate does not sign their authentication statement/declaration	<i>Records confirmation that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments 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 Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Subject teacher not available to sign authentication forms	<i>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</i>	SLT – Exams
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher Subject Head
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>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</i>	Subject Teacher Subject Head EO
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	SLT – Exams
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>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</i>	EO
	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher
Task marking – internally assessed components		
A candidate submits little or no work	<i>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</i>	Subject Teacher EO
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	EO
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	EO
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 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</i>	EO SLT - Exams

A teacher marks the work of his/her own child	<i>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</i>	EO
An extension to the deadline for submission of marks is required for a legitimate reason	<i>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 (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	EO
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>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 Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	EO SLT - Exams
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood 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</i>	EO Subject Teacher
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	EO SLT - Exams
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	EO

12.0 Review Process

- 12.1 This policy is reviewed annually to ensure compliance with current regulations.
- 12.2 The policy will be reviewed by the Head of Centre, SLT Responsible for Exams and Exams Officer.

Appendix 1

Reviews of Marking – Centre Assessed Marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

A.1 Background

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after any 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.

It should be noted that subsequent to the internal process outlined below, a candidate's mark submitted to the awarding body is still subject to change and should therefore be considered provisional.

A.2 Centre Assessed coursework and controlled assessments

Oaklands Catholic School and Sixth Form College 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. **Oaklands Catholic School and Sixth Form College** 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.

Additionally, we will:

- Inform candidates 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 (if they believe their mark is inconsistent with other students in the centre).
- 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 – and provide these requested materials promptly.
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- Provide a clear deadline for candidates to submit a written request for a review of the centre's marking. All written requests for a review of marking must be made in writing to the Headteacher outlining the reasons for the review. All requests must be made within **3 working days** of receiving the coursework mark. All written requests for marking review will incur a **£30 administration charge. This charge will be refunded if the review highlights an inconsistency in the school's marking.**

Requests will not be accepted after this deadline.

- 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. Oaklands will instruct the reviewer to check the candidate's mark is consistent with the standard set by the centre.
- Oaklands will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- Oaklands will inform the candidate in writing of the outcome of the review of the centre's marking.

The outcome of the review of the centre's marking will be made known to the head of the centre. A written record of the review will be kept and made available to the awarding body upon request.