



# MEADOW PARK SCHOOL

## Non-Examination Assessment Policy

Approved by:

Exams Officer

Date: 5th December 2019

Last reviewed on:

December 2019

Next review due by:

Autumn 2022

## Aims

This policy aims 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

## Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the [JCQ's guidance on post-results services](#) and [general regulations for approved centres](#). This policy also complies with our funding agreement and articles of association.

## Definition

The JCQ explains that 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. The rules often vary across subjects. The stages are task setting, task taking and task marking.

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

- Task setting
- Task taking
- Task marking

## Responsibilities

### Head of Centre / Principal:

In our school, the head of centre is Kathryn Wright (Principal)

The head of centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

- **The Head of Centre** should be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- **The Head of Centre is** responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.
- **Returns an online “Head of Centre Declaration” at the time of the National Centre Number Register annual update to confirm awareness of and that relevant centre staff are adhering to the latest version of Non-Examination Assessment (NEA).**

### **Senior leaders**

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- **Ensure the centre-wide calendar records assessment schedules by the start of the academic year.**

### **Examinations Officer:**

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Subject Leaders, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Subject Leaders, dispatch students’ assessments for moderation.
- In collaboration with Subject Leaders, make appropriate arrangements for the security of non-examination assessment materials.
- **Supporting the administration/management of non-examination assessment.**
- **Signposts the annually updated JCQ publication NEA to relevant centre staff.**

### **Subject Leader**

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment (**including endorsements**) for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that **they and teachers** use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials / tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To understand appropriate departmental standardisation of non-examination assessments **and ensure appropriate procedures are followed to internally standardise/verify the marks awarded by the subject leaders.**
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.

- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examination Officer, make appropriate arrangements for the security of non-examination assessment materials.

## **SENCO**

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills.
- 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.

## **Subject Teachers**

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- **Supervising** assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensuring that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- **Marking** internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams officer to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of publication of results.)
- **Taking** part in appropriate standardisation of Controlled Assessments.
- Retaining candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work

securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- **Asking** the Special Educational Needs Coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.
- **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) for the qualification or is made as a separate unit entry code to the internal deadline for entries.**

### **Task Setting**

In accordance with specific GCSE awarding body guidelines, Subject Leaders will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks. **If required Subject Leaders will design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification, they will check with the exam board that their tasks meet the required standards and criteria before teaching the task.**

Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

### **Task Taking**

**Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.**

### **Supervision**

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
  - There is sufficient supervision of every candidate to enable work to be authenticated
  - The work that an individual candidate submits for assessment is his/her own
  - Candidates take tasks under the required conditions and supervision arrangements
  - Candidates are aware of the current JCQ documents [Information for Candidates- Non-examination assessments](#) and [Information for candidates – Social Media](#)
  - Candidates understand and comply with the regulations in relevant JCQ documents [Information for Candidates](#)
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution

- The teacher will also:
  - Ensure that candidates understand the need to reference work
  - Give guidance on how to do this, and
  - Ensure that candidates are aware that they must not plagiarise other material

### **Advice and feedback**

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- As relevant to the subject/component Teachers will advise candidates on relevant aspects before candidates begin working on tasks
- Unless specifically prohibited by the awarding body's specification, teachers may:
  - Review candidates' work and provide oral and written advice at a general level
  - Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

### **Resources**

- Teachers will be aware of the awarding body's restrictions with regard to access to resources and will ensure:
  - Conditions for any formally supervised sessions are known and put in place
  - 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
  - Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
  - They refer to the awarding body's specification to determine where word and time limits apply/are mandatory
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce improved notes or new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

### **Group work**

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group

- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- The work of each candidate is assessed individually. Group assessment is not permitted

### **REMOVE:**

~~Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ: No mobile phone & warning to candidates posters are NOT required.~~

~~Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.~~

~~Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.~~

~~Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in reparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.~~

### **Authentication**

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
  - The work is solely that of the candidate concerned
  - The work was completed under the required conditions
  - Signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or

until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Teachers will:

- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

### **Presentation of Work**

Teachers will:

- Obtain 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.
- Instruct candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions.
- Instruct 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.

### **Keeping Materials Secure**

Teachers will:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensure work is securely stored.
- ~~Follow secure storage instructions as defined in NEA 4.8.~~
- Take sensible precautions when work is taken home for marking.
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series.
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed.
- Remind 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 (Remind candidates of the contents of the JCQ document Information for candidates – Social Media).
- Where work is stored electronically, liaise with the Data Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions.

The Data Manager will:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Restrict access to this material and utilise appropriate security safeguards such as firewall protection and virus scanning software.



- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained.
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refer to awarding body guidance to ensure that the method of encryption is suitable.

## **Task Marking – externally assessed components**

### **Externally assessed work**

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be despatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

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

Teachers will:

- Liaise with the Exams 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.
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component.

The Exams Officer will:

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

### **Submission of work**

Teachers will:

- Provide the attendance register to a Visiting Examiner.

The Exams Officer will:

- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensure 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, ensure the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Ensure that the package in which the work is despatched is robust and securely fastened.
- Despatch the work to the awarding body's instructions by the required deadline.

## **Task marking – internally assessed components**

### **Internally assessed work**

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.

Teacher will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body. (Appendix 1)

~~We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.~~

### **Marking and annotation**

The Head of Centre will:

- Ensure 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.

Subject leaders will:

- Set 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.

Teachers will:

- Attend awarding body training as required to ensure familiarity with the mark scheme/marketing process.
- Mark candidates' work in accordance with the marking criteria provided by the awarding body.
- Annotate 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.
- Inform candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensure candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

### **Internal standardisation**

The Quality Assurance (QA) lead/Lead internal verifier will:

- Ensure 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 (e.g. NQTs, supply staff etc.).
- Ensure 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, holds a further meeting to make final adjustments

- making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out.

Teachers will:

- Indicate on work (or cover sheet) the date of marking.
- Mark to common standards.
- Keep 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.

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

Teachers will:

- Ensure 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.
- Submit any supporting documentation required by the awarding body/provide the Exams Officer with any supporting documentation required by the awarding body.

The Exams Officer will:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/confirm with subject teachers that marks have been submitted to the awarding body deadline.
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors.
- Submit the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/confirm with subject teacher that the moderation sample has been submitted to the awarding body deadline.
- Ensure 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 packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensure 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.
- Through the subject teacher, submit any supporting documentation required by the awarding body.

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

Teachers will:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period.
- In liaison with the Data Manager, take steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings.

The Exams Officer will:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

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

Teachers will:

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

### **External moderation – feedback**

Subject leaders will:

- Check the final moderated marks when issued to the centre when the results are published.
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series.

The Exams Officer will:

- Access or signpost moderator reports to relevant staff.
- Take remedial action, if necessary, where feedback may relate to centre administration.

### **Task Marking**

#### **REMOVE:**

~~Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.~~

~~The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.~~

~~Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.~~

### **Enquiries about results**

The Joint Council for Qualifications (JCQ) has instructed schools to inform students of their marks in non-examination assessment/coursework (NEA) units in GCE and GCSE programmes. Students have the right to request an internal review by the school, of the marking of any NEA components, prior to the submission of marks, for the awarding body.

The following courses contain NEA/coursework components in 2019:

#### **GCSE**

Art & Photography / Food and Nutrition / English Language (speaking component only)

## **A level**

English Language and Literature / Chemistry / Physics / Biology / Art & Design / Geography / History

Teachers will inform students of the provisional mark awarded for NEA/coursework components during lessons at various points in the summer term. There are no common deadlines across awarding bodies or subject areas and therefore, it is not possible to offer precise dates for this release of information.

Should a student wish to request an internal review, s/he needs to inform the Examinations Officer, Mr Banks, of their intention within 3 working days of receiving their marks. Parents must also support the review and complete the NEA Marking Review form (Appendix 2) This form must also be completed within 3 working days in order to initiate the review process.

Students will be informed of the outcome of the review once it is completed. It is important to note that students' marks after the completion of any review are not final. They are still subject to possible change during the moderation process that takes place externally as part of the awarding body's processes.

We will make candidates aware of the arrangements for enquiries about results.

Senior members of staff will be accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking (Appendix 2), following the process above and inform candidates that their marks may be lowered as a result of a review of marking (Appendix 1)

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

~~**REMOVE:** Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.~~

### **Factors affecting individual candidates**

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLG in consultation with Subject Leaders.

If non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

### **Malpractice**

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

The Head of Centre will:

- 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.
- Be familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures
- Ensure 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 ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

The 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 - Sharing NEA material and candidates' work to subject leaders.
- Signposts candidates to the relevant JCQ information for candidates documents.
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

Teachers will:

- Familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.
- Be vigilant in relation to candidate malpractice.
- Ensure that candidates understand what constitutes malpractice in non-examination assessments and that they understand the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media.
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre.

Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

### **Monitoring**

This policy will be reviewed by [The Exams Officer (Peter Banks)] at the beginning of each academic year. At every review, the policy will be shared with and approved by the governing board.

### **Links with other policies**

This policy should be read in conjunction with the exams policy, the exams contingency plan and the assessment policy.

## Appendix 1 Wording NEA letter to be sent March / April

KWr/SBa

09 April 2019

«Parent\_name»

«Address\_1\_»

«Address\_2\_»

«Post\_code»

Dear Parents/Carers

The Joint Council for Qualifications (JCQ) has instructed schools to inform students of their marks in non-examination assessment/coursework (NEA) units in GCE and GCSE programmes.

Students now have the right to request an *internal review* by the school, of the marking of any NEA components, prior to the submission of marks, to the awarding body.

The following courses contain NEA/coursework components:

**GCSE**

Art & Photography / Food and Nutrition / English Language (speaking component only)

**A level**

English Language and Literature / Chemistry / Physics / Biology / Art & Design / Geography / History

Teachers will inform students of the provisional mark awarded for NEA/coursework components during lessons at various points in the summer term. There are no common deadlines across awarding bodies or subject areas and therefore, it is not possible to offer precise dates for this release of information.

Should a student wish to request an internal review, s/he needs to inform the Examinations Officer, Mr Banks, of their intention within 3 working days of receiving their marks. Parents must also support the review and complete the NEA Marking Review form (which you can obtain from Mr Banks by contacting the school). This form must also be completed within 3 working days in order to initiate the review process.

Students will be informed of the outcome of the review once it is completed. It is important to note that students' marks after the completion of any review are not final. They are still subject to possible change during the moderation process that takes place externally as part of the awarding body's processes.

Teachers at Whitley Academy have proven to be expert in marking and assessment. It is common for awarding bodies to commend teaching staff on the accuracy of marking and moderation as part of the examination process. Therefore, we cannot advise students to embark on this process with any degree of certainty that marks may increase or improve.

Yours faithfully



Mrs Kathryn Wright  
**Principal**



## Appendix 2 Non Examined Assessment Appeals Form

Appeal against an internal assessment decision

<b>Name of appellant</b>		<b>Candidate name</b> if different to appellant	
<b>Awarding body</b>		<b>Unit code</b>	
<b>Subject</b>		<b>Unit title</b>	

Please state the grounds for your appeal below

*If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed*

### **Appellant declaration**

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process - not against the mark submitted by the centre for moderation by the awarding body.

Appellant signature:

Date of signature:

**This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure**