



# MEADOW PARK SCHOOL

## NON-EXAMINATION ASSESSMENT & INTERNAL VERIFICATION POLICY

September 2023

NOTE: The Meadow Park Examinations Policy **must** be read prior to this policy.

The Examinations Policy provides a wider overview of the process for entering candidates, and this policy only relates to aspects specific to non-examination assessments and internal verification of work

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Quality assurance lead/Lead internal verifier/Quality Representative/Quality Nominee	<b>Stephen Darby</b>
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## **Section 1: Purpose of the Policy**

GCSEs and BTEC qualifications now have non-examination-based assessments (throughout this document *these will be referred to as 'NEAs'*), to replace the element of coursework in the assessment procedure. These measure subject-specific knowledge and skills that cannot be tested by timed written papers.

Individual Subject leaders will need to plan for NEAs as part of the teaching and learning programme, but it is vital that we have an overall strategy for managing and supporting this process.

The purpose of this policy 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

***It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement this policy.***

This policy will be reviewed every year by the Examinations Manager.

Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

## **Section 2: What are Non-Examination Assessments?**

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

## **Section 3: Planning & Managing; Individual Staff Responsibilities**

The Head of Centre:

### **Basic Principles:**

- 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 the Centre's non-examination assessment policy is fit for purpose Ensures the Centre's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment.
- Ensures the Centre's "Appeals against Internal Assessments of Work" (see Appendix A) procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (Centre assessed marks) and requesting a review of the Centre's marking.

### **Marking and annotation – internally assessed components:**

- 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.

### Exams Officer:

#### **Basic Principles:**

- Signposts the annually updated JCQ publication NEA to relevant Centre staff.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

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

- Arranges timetabling, rooming and invigilation where and if 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 and according to JCQ Instructions for conducting examinations.

#### **Submission of work:**

- 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 dispatched 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 reviews of results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Dispatches the work to the awarding body's instructions by the required deadline.
- **Consortium arrangements** - 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 dispatch of a single moderation sample to the awarding body deadline.

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

- 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 inputting, 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 teacher 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 packaging.
  - 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.

#### Leadership team:

##### **Basic Principles**

- Ensure the correct conduct of non-examination assessments (including endorsements) 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 (QA) lead/Lead Internal Verifier:

##### **Basic Principles**

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) 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, resources etc.

##### **Internal standardisation:**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.).
- 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, holds a further meeting to make final adjustments.
  - making final adjustments to marks prior to submission.
  - retaining work and evidence of standardisation.
- Retains evidence that internal standardisation has been carried out.

#### Subject Leaders:

##### **Basic Principles**

- 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 (including endorsements).
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

##### **Marking and annotation – internally assessed components:**

- 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.

##### **Consortium arrangements:**

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead).
- The consortium lead liaises with the exams officer to ensure the awarding body is notified by submission of the Centre consortium arrangements for Centre-assessed work (including Spoken Language Endorsements, GCSE English Language) for each exam series affected.
- Ensures procedures for internal standardisation as a consortium are followed.

#### Teachers:

##### **Basic Principles**

- 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 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**

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Makes candidates aware of the criteria used to assess their work.

### **Issuing of Tasks**

- 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.
- Ensures the correct task is issued to candidates.

### **Supervision**

- 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.
- Is confident where work may be completed outside of the Centre without direct supervision, that the work produced is the candidate's own. Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.
- Ensures candidates are aware of the current JCQ documents "*Information for candidates - non-examination assessments*" and "*Information for candidates - Social Media*".
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates.
- Ensures candidates:
  - understands that information from all sources must be referenced
  - receives guidance on setting out references
  - are aware that they must not plagiarise other material

### **Advice and Feedback**

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- Will not provide candidates with model answers, writing frames or outlines/headings specific to the task.
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.

- Allows 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.

## **Resources**

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources, including the internet and AI, when planning and researching their tasks.
- Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator.
- By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensures conditions for any formally supervised sessions are known and put in place.
- 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.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- Ensures candidates understand that they are not allowed to introduce augmented 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.
- Word and Time Limits.
- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

## **Collaboration and Group Work**

- 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**

- 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 requesting reviews of 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**

- 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 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**

- 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 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 reviews of results or until the outcome of a review or any subsequent appeal has been completed.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work online, 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.

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

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

### **Submission of work**

- Provides the attendance register to a Visiting Examiner.

### **Marking and annotation – internally assessed components:**

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process.
- 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 to the timescale set by the subject lead or as indicated in the Centre's "*Appeals against Internal Assessments of Work*" (**see Appendix A**) 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:**

- 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:**

- Provides marks to the exams officer to the internal deadline.
- Provides the moderation sample to the exams 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.

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

- Provides marks to the subject leaders/exams officer by the internal 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.
- Provides the moderation sample to the subject leader/exams officer by the internal deadline.
- 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.
- 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.

IT Department:

**Authentication procedures:**

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

**Section 4: Appeals against internally assessed marks**

Students wishing to appeal against internally assessed marks should be familiar with the "*Appeals against Internal Assessments of Work*" Policy (shown in Appendix A).

This procedure should be followed by a candidate disagreeing with decisions made by a teacher about internally assessed examination work (e.g. coursework marks). If the disagreement cannot be resolved by discussion between the teacher and the candidate concerned, then the candidate may appeal to the examinations officer, who will put the agreed appeals process into action. This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will only be used in exceptional circumstances.

The Examinations Manager is in overall charge of managing appeals relating to internal assessments.

If a student wishes to appeal about his/her internal assessment marks, then the following procedures should be followed:

- The appeal should be made in writing to the Examinations Manager, stating the details of the complaint and the reasons for the appeal using the form within the policy.
- The appeal must be submitted before the end of the April of the year in which the written examinations are taken although this deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.
- The teacher(s) concerned in marking assessing the work which is the subject of the appeal will be given a copy of the complaint and will respond in writing to the Examinations Manager; a copy of this will be given to the student.
- If the student is not happy with the written response they have received, he/she can then request a personal hearing before an appeals panel.
- The appeals panel will consist of the Examinations Manager and two of the following – the relevant College Leader; an Assistant or Deputy Head; a school governor – none of these should have dealt previously with the appeal.
- The request for a personal hearing should be made within two days of the receipt of the written reply to the initial appeal.
- The candidate will be given at least two days' notice of the hearing date.
- A breakdown of the marks will be given to the candidate in advance of the appeal.
- The candidate may bring a parent/guardian to the hearing.
- The teacher(s) involved will be present at the hearing.
- The Examinations Manager will convey the outcome of the appeal and the reasons for that outcome in writing to the candidate.

- The school will maintain a written record of all appeals.
- The school will inform the Awarding Body (Examination Board) of any change to an internally assessed mark as a result of an appeal.

### **Section 5: Storage of work after submission of marks: Individual staff responsibilities**

#### 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 for the required retention period.
- 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.).

#### Exams officer

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

### **Section 6: External Moderation**

#### The process:

##### **Subject teacher**

- 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.

#### The feedback:

##### **Subject Leaders**

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

##### **Exams officer**

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

## **Section 7: Access Arrangements and Reasonable Adjustments**

### Subject teacher

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

### Special educational needs coordinator (SENDCo)

- 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.

## **Section 8: Special Consideration and Loss of Work**

### Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work.
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments.
- Liaises with the exams officer to report loss of work to the awarding body.

### 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.
- Refers to/directs relevant staff to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body.

## **Section 9: Malpractice**

### Head of Centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or Centre staff.
- Is familiar with the JCQ publication "*Suspected Malpractice in Examinations and Assessments: Policies and Procedures*".
- Ensures any irregularity identified by the Centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body).
- 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 teacher

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and Centre malpractice.
- Ensures candidates understand the JCQ document "*Information for candidates - non-examination assessments*".
- 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.

### 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 heads.
- Signposts candidates to the relevant JCQ information for candidate's documents.
- Where required, supports the head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

## **Section 10: Post-Results Services**

### Head of Centre

- Is familiar with the JCQ publication Post-Results Services.
- Ensures the Centre's "*Appeals against Internal Assessments of Work*" (**see Appendix A**) procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a Centre decision not to support a review of results or an appeal.

### Subject head/lead

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

### 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 a review of moderation to the internal deadline.
- Supports the exams officer in collecting candidate consent where required.

### 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 to centers).
- 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.

## **Section 11: Private Candidates**

### Subject head/lead

- According to Centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the Centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body).
- Ensures relevant staff in the Centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification.

## **Section 12: Subject Specific Requirements**

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

#### Head of Centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming 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 (QA) lead/Lead internal verifier

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

### Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed.
- 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 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.

### Exams officer

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

### **Private candidates**

#### Subject head/lead

- According to Centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the Centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body).
- Ensures relevant staff in the Centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification.

### **A level Geography**

- Each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate.
- Candidates may be given general guidance but must not be provided with a choice of titles or tasks from which to choose.

### **GCE/GCSE Art & Design**

- JCQ's *Instructions for conducting examinations* are followed for the conduct of externally set components



## **APPENDIX A: Appeals against internal assessments of work**

Reviews of marking - Centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments, BTEC coursework and Project qualifications)

Meadow Park 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. Meadow Park 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. Meadow Park 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. Meadow Park 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. Meadow Park will, having received a request for copies of materials, promptly make them available to the candidate.
4. Meadow Park will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Meadow Park 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 using the form detailed at the bottom of this policy.
6. Meadow Park 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. Meadow Park 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.
8. Meadow Park will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the Centre.
9. Meadow Park 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.

MEADOW PARK

Appeals against Internal Assessments of Work Application

Please complete and return to the Examinations Officer, Meadow Park, Torrington Avenue, Coventry, CV4 9WT

Candidates Full Name: \_\_\_\_\_

Subject/Component: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Details of Appeal:**

**Reason for Appeal:**

If needed, please continue on additional page(s) and attach to this sheet.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **APPENDIX B: Management of issues and potential risks**

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	<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>	IT manager; Subject leaders  Examinations 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>	Subject Leaders
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>	Subject Leaders
Subject teacher long term absence during the task setting stage	<i>Another suitable subject teacher identified to assist with the task setting, liaising with the original subject teacher upon their return</i>	Leadership Team & Subject Teachers
<b>Issuing of tasks</b>		
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>	Subject Leaders
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>	Subject Leaders;  Subject Teachers
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>	Subject Leaders;  Examinations Manager
Subject teacher long term absence during the issuing of tasks stage	<i>Another suitable subject teacher identified to assist with the task issuing, liaising with the original subject teacher upon their return</i>	Leadership Team & Subject Teachers
A candidate (or parent/carer) expresses concern about	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i>	Subject Leaders; Examinations Manager;

safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	School Designated Safeguarding Officer
<b>Task taking</b>		
<b>Supervision</b>		
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>	Subject Leaders; Leadership Team
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>	Examinations Manager; School timetabler; Leadership Team; Subject Leaders
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>	Examinations Manager; Subject Leaders;
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 (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Examination Manager; Subject Leaders; Leadership Team
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 (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SEN Coordinator; Examinations Manager; Subject Teachers
<b>Advice and feedback</b>		
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>	Subject Leaders  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</i>	Subject Leaders

	<i>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>	
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>	Leadership team;  Heads of Subject
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 Leaders;  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 Leaders  Examinations Manager
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>	Data Manager
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>	Examinations Manager; Subject Leaders
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>	Subject leaders
<b>Resources</b>		
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 Leaders;  Subject Teachers

A candidate fails to acknowledge sources on work that is submitted for assessment	<p><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</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>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></p>	<p>Subject Leaders</p> <p>Subject Teachers</p>
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	<p>Subject Leaders</p> <p>Subject Teachers</p>
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Subject Leaders;</p> <p>Examinations Manager</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><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>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</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	<p>Examinations Manager;</p> <p>Subject Leaders</p>
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>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</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	<p>Subject Leaders;</p> <p>Examinations Manager</p>
Subject teacher not available to sign authentication forms	<p><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></p>	<p>Leadership Team; Subject Leaders</p>

Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Subject Teachers; Subject Leaders
Keeping materials secure		
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/internal audit ensures subject teacher use of appropriate secure storage	Subject leaders Subject
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	Subject Leaders; Examinations Manager
Task marking – externally assessed components		
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	Examination Manager; Subject Leaders
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	
Task marking – internally assessed components		
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	Subject Leaders; Examinations Manager
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	Subject Leaders; Examinations Manager
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	Subject Leaders; Examinations Manager
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	Subject Leaders; Examinations Manager; Head Teacher

	<i>Appropriate internal disciplinary procedures are also followed</i>	
<i>A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)</i>	<i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for moderation whether part of the sample requested or not</i>	<i>Subject Leaders; Examinations Manager</i>
<i>An extension to the deadline for submission of marks is required for a legitimate reason</i>	<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 (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	<i>Subject Leaders; Examinations Manager</i>
<i>After submission of marks, it is discovered that the wrong task was given to candidates</i>	<i>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</i>	<i>Subject Leaders; Examinations Manager</i>
<i>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</i>	<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 to the timescale identified in the Centre's "Appeals against Internal Assessments of Work" (see Appendix A) procedure and 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 "Appeals against Internal Assessments of Work" (see Appendix A) 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</i>	<i>Subject Teachers; Subject Leaders; Examinations Manager</i>
<i>Deadline for submitting work for formal assessment not met by candidate</i>	<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</i>	<i>Subject Leaders; Examinations Manager</i>



	<i>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>	
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>	Subject Leaders; Examinations Manager
Subject teacher long term absence during the marking period	<i>Another suitable subject teacher identified to assist with the marking, liaising with the original subject teacher upon their return</i>	Leadership Team & Subject Teachers

# NON-EXAMINATION ASSESSMENT & INTERNAL VERIFICATION POLICY

**Date reviewed:**  
**Next review date:**

September 2023  
September 2024

Approved by Governors:

September 2023

Signed:

Signed:



Bernadette Pettman  
Headteacher



David Kershaw  
Chair of Governors