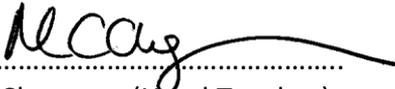


# ST ALBANS GIRLS' SCHOOL

	<b>NON-EXAMINATION ASSESSMENT PROCEDURE (Statutory)</b>		
	<b>GB sub-committee: Curriculum, Assessment and Standards</b>		
	<b>Co-ordinator: Mrs M Maddison</b>		
	<b>Last Reviewed: Spring 2022</b>	<b>Next Review: Spring 2023</b>	

Signed by   
Margaret Chapman (Head Teacher)

Signed by   
Claire Barnard (Chair of Governors)

<b>1.</b>	<p><b><u>Arrangements non-examination assessments for Summer 2022</u></b></p> <p>The government is clear that students entering GCSEs and A levels in 2022 should expect to take exams in the summer and complete non-exam assessments in the usual way throughout the year.</p> <p>Following a public consultation on assessment changes, the government has regulated to put in place a range of adjustments to non-exam assessments:</p> <p><u>Decisions on arrangements and fieldwork requirements for students entering qualifications in 2022</u></p> <p><b>Summary of decisions:</b></p> <ul style="list-style-type: none"> <li>• <i>Non-exam assessment</i> Allow for a range of adjustments to the non-exam assessment (NEA) arrangements to accommodate public health restrictions in dance, design and technology, drama (and theatre), film studies, food preparation and nutrition, media studies, music, music technology, and physical education (PE).</li> <li>• <i>Fieldwork in geography</i> Remove the requirement for centres to make a declaration to exam boards confirming they provided all students with the opportunity to undertake a mandated number of occasions or days of fieldwork activities outside of the school or college premises for GCSE, AS and A level geography.</li> <li>• <i>For GCSE and AS geography</i> The exam boards will not ask questions in written examinations about fieldwork that students have undertaken themselves. For A level, the non-exam assessment will be retained but exam boards should consider how they can be flexible in their requirements for students to use primary data. Schools can continue to provide fieldwork activities for their students if they are able to do so.</li> <li>• <i>GCSE English language</i> Remove the requirement for teachers to submit an audio-visual recording of a sample of students undertaking their spoken language assessments in GCSE English language.</li> <li>• <i>GCSE modern foreign languages</i> Exam boards will not have to include vocabulary that is not on the vocabulary lists for assessments in GCSE modern foreign languages (MFL). Teachers and students should prepare for spoken language in 2022 to be assessed in the normal way, through formal speaking tests. We will publish contingency assessment arrangements for spoken language that include assessment criteria, which reflect the arrangements used in 2021. Teachers will be asked to have regard to the assessment criteria throughout the course. If, at any point before the</li> </ul>
-----------	--

	speaking tests begin, it becomes clear they cannot or should not be taken, we will implement the contingency arrangements.
<b>2.</b>	<b>RATIONALE AND AIMS</b>
	<p>This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment. In all instances reference to JCQ Instructions for conducting non-examination assessments (1st September 2021 to 31 August 2022) is referred to in this policy as NEA (see attached).</p> <p>The purpose of this policy, as defined by JCQ, is to</p> <ul style="list-style-type: none"> <li>• cover procedures for planning and managing non-examination assessments</li> <li>• define staff roles and responsibilities with respect to non-examination assessments</li> <li>• manage risks associated with non-examination assessments</li> </ul> <p>[NEA – The basic principles, page 4]</p>
<b>2.1</b>	<p>What are non-examination assessments?</p> <p>“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.</p> <p>There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:</p> <ul style="list-style-type: none"> <li>• task setting;</li> <li>• task taking;</li> <li>• task marking.</li> </ul> <p>[NEA – The basic principles, page 4]</p>
<b>3.</b>	<b>PROCEDURES</b>
<b>3.1</b>	<p>Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities</p> <p>The Basic Principles</p> <p><b>Head of centre</b></p> <ul style="list-style-type: none"> <li>• Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that the relevant centre staff are adhering to, the latest version of <b>JCQ Instructions for Conducting non-examination assessments</b>, confirming:</li> <li>• All reasonable steps have been to ensure that all candidates at STAGS have had, or will have the opportunity to undertake the GCSE English Language Spoken Language endorsement.</li> <li>• All reasonable steps have been taken to ensure that all candidates at STAGS have had or will have the opportunity to undertake the A level Sciences prescribes practical activities.</li> <li>• Ensures that the centre’s non-examination assessment procedure is fit for purpose</li> <li>• Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks</li> <li>• Ensures the School Calender records assessment schedules at the start of the academic year.</li> </ul> <p><b>Senior leaders</b></p> <ul style="list-style-type: none"> <li>• Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions</li> <li>• Ensure the centre-wide calendar records assessment schedules by the start of the academic year</li> </ul> <p><b>Quality assurance (QA) lead/Lead internal verifier</b></p> <ul style="list-style-type: none"> <li>• Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates</li> </ul>

	<ul style="list-style-type: none"> <li>Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria</li> <li>Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers</li> <li>Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates</li> <li>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.</li> </ul> <p><b>Subject head/lead</b></p> <ul style="list-style-type: none"> <li>Ensures subject teachers understand their role and responsibilities within the non-examination assessment process</li> <li>Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments</li> <li>Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers</li> </ul> <p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>Understands and complies with the general instructions as detailed in NEA</li> <li>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</li> <li>Marks internally assessed work to the criteria provided by the awarding body</li> <li>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</li> </ul> <p><b>Exams Officer</b></p> <ul style="list-style-type: none"> <li>Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment</li> <li>Signposts the annually updated publication Instructions for conducting non-examination assessments to curriculum and subject leaders</li> </ul> <p><b>Task Setting</b></p> <p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification</li> <li>Makes candidates aware of the criteria used to assess their work</li> </ul> <p><b>Issuing of Tasks</b></p> <p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>Determines when set tasks are issued by the awarding body</li> <li>Identifies date(s) when tasks should be taken by candidates</li> <li>Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times</li> <li>Ensures requirements for legacy specification tasks and new specification tasks are distinguished between</li> </ul>
<b>3.2</b>	<b>Supervision</b>
	<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensures there is sufficient supervision to enable the work of a candidate to be authenticated</li> <li>• Ensures there is sufficient supervision to ensure the work a candidate submits is their own</li> <li>• Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.</li> <li>• Where candidates may work in groups, keeps a record of each candidate's contribution</li> <li>• Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media</li> <li>• Ensures candidates understand and comply with the current regulations in relevant JCQ documents Information for candidates – non-examination assessments and Information for candidates – Social Media.</li> </ul>
<b>3.3</b>	<b>Advice and feedback</b>
	<p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>• Will not provide candidates with model answers or outlines/headings specific to the task.</li> <li>• As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task</li> <li>• When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates</li> <li>• Allows candidates to revise and re-draft work after advice has been given at a general level</li> <li>• Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner</li> <li>• Ensures when work has been assessed, candidates are not allowed to revise it</li> </ul>
<b>3.4</b>	<b>Resources</b>
	<p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>• Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks</li> <li>• Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised session, including work that is stored electronically.</li> <li>• Ensures conditions for any formally supervised sessions are understood and followed by candidates</li> <li>• Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions</li> <li>• Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.</li> </ul>
<b>3.5</b>	<b>Word and Time Limits</b>
	<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Refers to the awarding body's specification to determine where word and time limits apply/are mandatory</li> </ul>
<b>3.6</b>	<b>Collaboration and Group Work</b>
	<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work</li> <li>• Ensures that it is possible to attribute assessable outcomes to individual candidates</li> </ul>

		<ul style="list-style-type: none"> <li>Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment</li> <li>Assesses the work of each candidate individually</li> </ul>
	<b>3.7</b>	<b>Authentication Procedures</b>
		<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>Where required by the awarding body's specification</li> <li>ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work</li> <li>signs the teacher declaration of authentication confirming the requirements have been met</li> <li>Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later</li> <li>Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector</li> <li>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.</li> </ul>
	<b>3.8</b>	<b>Presentation of Work</b>
		<p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions</li> <li>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</li> </ul>
	<b>3.9</b>	<b>Keeping Materials Secure</b>
		<p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)</li> <li>When work is submitted by candidates for final assessment, ensures work is securely stored</li> <li>Follows secure storage instructions as defined in NEA 4.8</li> <li>Takes sensible precautions when work is taken home for marking</li> <li>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.</li> <li>Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means</li> <li>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</li> </ul> <p><b>IT Manager</b></p> <ul style="list-style-type: none"> <li>Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically</li> </ul>
		<b>Task marking – Externally Assessed Components</b>
	<b>3.10</b>	<b>Conduct of Externally Assessed Work</b>
		<p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification which must be</li> </ul>

		<p>conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations.</p> <ul style="list-style-type: none"> <li>• Liaises with the Visiting Examiner where this may be applicable to any externally assessed component</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification</li> <li>• Conducts the externally assessed component within the window specified by the awarding body</li> <li>• Conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations</li> </ul>
		<b>Test marking – Internally Assessed Components</b>
		<p><b>Head of Centre</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Subject head/lead</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
	<b>3.11</b>	<b>Submission of work</b>
		<p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>• Provides the attendance register to a Visiting Examiner</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner</li> <li>• 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</li> <li>• Where candidates’ work must be despatched to an awarding body’s examiner, ensures the completed attendance register accompanies the work</li> <li>• Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series</li> <li>• Packages the work as required by the awarding body and attaches the examiner address label</li> <li>• Despatches the work to the awarding body’s instructions by the required deadline</li> </ul> <p>Task marking – internally assessed components</p>
	<b>3.12</b>	<b>Marking and Annotation</b>
		<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process</li> <li>• Marks candidates’ work in accordance with the marking criteria provided by the awarding body</li> <li>• 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</li> <li>• Informs candidates of their marks which could be subject to change by the awarding body moderation process</li> </ul>

		<ul style="list-style-type: none"> <li>Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.</li> </ul>
	<b>3.13</b>	<b>Internal Standardisation</b>
		<p><b>Quality assurance (QA) lead/Lead internal verifier</b></p> <ul style="list-style-type: none"> <li>Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence</li> <li>Supports staff not familiar with the mark scheme (eg., NQT's, supply staff etc.)</li> <li>Ensures accurate internal standardisation – for example by: <ul style="list-style-type: none"> <li>Obtaining reference materials at an early stage in the course</li> <li>Holding a preliminary trial marking session prior to marking</li> <li>Carrying out further trial marking at appropriate points during the marking period</li> <li>After most marking has been completed, holds a further meeting to make final adjustments</li> <li>Making final adjustments to marks prior to submission</li> <li>Retaining work and evidence of standardisation</li> </ul> </li> </ul> <p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>Indicates on work (or cover sheet) the date of marking</li> <li>Marks to common standards</li> <li>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</li> </ul>
	<b>3.14</b>	<b>Consortium arrangements</b>
		<p><b>Subject Head/Lead</b></p> <ul style="list-style-type: none"> <li>Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)</li> <li>Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected</li> <li>Ensures procedures for internal standardisation as a consortium are followed</li> </ul> <p><b>Subject teacher</b></p> <ul style="list-style-type: none"> <li>Provides marks to the exams officer to the internal deadline</li> <li>Provides the moderation sample to the exams officer to the internal deadline</li> <li>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</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>Arranges completion of form JCQ/CCA Centre consortium arrangements for centre - assessed work</li> <li>Submits form JCQ/CCA to the deadline for each exam series affected</li> <li>Submits marks to the awarding body deadline</li> <li>Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline</li> <li>Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series</li> </ul>
	<b>3.15</b>	<b>Submission of Marks and Work for Moderation</b>
		<p><b>Subject Teacher and Exam Office</b></p> <ul style="list-style-type: none"> <li>Input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline</li> </ul>

	<ul style="list-style-type: none"> <li>• Subject Teacher ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors</li> <li>• Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Inputs and submits marks online with the Subject Teacher, 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</li> <li>• 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</li> <li>• Ensures that for postal moderation:</li> <li>• work is dispatched in packaging provided by the awarding body and that it is robust and securely fastened</li> <li>• moderator label(s) provided by the awarding body are affixed to the packaging</li> <li>• proof of dispatch is obtained and kept on file until the successful issue of final results</li> <li>• 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</li> </ul>
<b>3.16</b>	<b>Storage and Retention of work after submission of marks</b>
	<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample</li> <li>• Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period</li> <li>• Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place</li> <li>• Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention</li> </ul>
<b>3.17</b>	<b>External Moderation - Feedback</b>
	<p><b>Subject head/lead</b></p> <ul style="list-style-type: none"> <li>• Checks the final moderated marks when issued to the centre when the results are published</li> <li>• Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Accesses or signposts moderator reports to relevant staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Takes remedial action, if necessary, where feedback may relate to centre administration</li> </ul> <p><b>Access arrangements</b></p> <p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments</li> </ul> <p><b>Special Educational Needs Coordinator (SENCo)</b></p> <ul style="list-style-type: none"> <li>• Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments including <a href="#">Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills</a></li> <li>• 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</li> <li>• Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments</li> <li>• Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met</li> <li>• Ensures that staff acting as an access arrangement facilitator are fully trained in their role</li> </ul> <p><b>Special Consideration</b></p> <p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate</li> <li>• is absent</li> <li>• produces a reduced quantity of work</li> <li>• work has been lost</li> <li>• Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process</li> <li>• Where a candidate is eligible, submits an application for special consideration via the awarding body’s secure extranet site to the prescribed timescale</li> <li>• 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</li> <li>• Keeps required evidence on file to support the application</li> </ul> <p><b>Malpractice</b></p> <p><b>Head of centre</b></p> <ul style="list-style-type: none"> <li>• Understands the responsibility to immediately report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff</li> <li>• Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures</li> <li>• 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.</li> </ul>
--	--

	<p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work</li> <li>• Ensures candidates understand the JCQ document Information for candidates - non-examination assessments</li> <li>• Ensures candidates understand the JCQ document Information for candidates - Social Media</li> <li>• Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre.</li> </ul> <p><b>Exams officer</b></p> <ul style="list-style-type: none"> <li>• Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre</li> <li>• Signposts the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads</li> <li>• Signposts candidates to the relevant JCQ information for candidates documents</li> <li>• Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice</li> </ul> <p><b>Post- results services</b></p> <p><b>Head of Centre</b></p> <ul style="list-style-type: none"> <li>• Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of results, a review of moderation or an appeal.</li> </ul> <p><b>Subject Head/Lead</b></p> <ul style="list-style-type: none"> <li>• Provides relevant support to subject teachers making decisions about reviews of results</li> </ul> <p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>• Provides advice and guidance to candidates on their results and the post-results services available</li> <li>• 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</li> <li>• Supports the exams officer in collecting candidate consent where required</li> </ul> <p><b>Exams Officer</b></p> <ul style="list-style-type: none"> <li>• Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services, Information and guidance for centres</li> <li>• Provides/signposts relevant centre staff and candidates to post-results services information</li> <li>• 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</li> <li>• Collects candidate consent where required</li> </ul> <p><b>Practical Skills Endorsement for the A Level Sciences designed for use in England</b></p> <p><b>Head of Centre</b></p> <ul style="list-style-type: none"> <li>• Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities</li> </ul>
--	--

- Ensures new lead teachers undertake the required training provided by awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

**Quality assurance (QA) lead/Lead internal verifier**

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

**Subject Head/Lead**

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

**Subject Teacher**

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

**Exams Officer**

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

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

**Head of Centre**

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all

	<p>candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement</p> <p><b>Quality Assurance (QA) lead/Lead internal verifier</b></p> <ul style="list-style-type: none"> <li>Ensures the appropriate arrangements are in place for internal standardisation of assessments</li> </ul> <p><b>Subject Head/Lead</b></p> <ul style="list-style-type: none"> <li>Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England</li> <li>Ensures the required task setting and task taking instructions are followed by subject teachers</li> <li>Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria</li> <li>Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided</li> </ul> <p><b>Subject Teacher</b></p> <ul style="list-style-type: none"> <li>Ensures all the requirements in relation to the endorsement are known and understood</li> <li>Follows the required task setting and task taking instructions</li> <li>Assesses candidates, either live or from recordings, using the common assessment criteria</li> <li>Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes</li> <li>Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings</li> </ul> <p><b>Exams Officer</b></p> <ul style="list-style-type: none"> <li>Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings</li> </ul>
<b>4.</b>	<b>MONITORING</b>
	This Policy is reviewed by the Curriculum, Assessment and Standards Committee on a yearly basis.

## Management of Issues and Potential Risks Associated with Non-Examination Assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	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	Curriculum Leader
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria	Subject teacher
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
<b>Issuing of tasks</b>		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved	Curriculum Leader
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	Subject teacher/curriculum leader

The wrong task is given to candidates	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	Curriculum Leader/SLT Line Manager
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Accepts contact with the monitor and pass information to the subject lead for a visit to be arranged with at least two weeks' notice Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline	
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	Curriculum Leader
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any 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 center's non-examination assessment policy	Curriculum Leader Exam Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Subject Leader, Curriculum Leader, Exam Officer, Deputy Head, Head of Centre

Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate	Curriculum Leader, SENCo, Exam Officer
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	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?	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	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	
Candidate does not reference information from published source	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	Curriculum Leader, subject teacher

	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Candidate does not set out references as required	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	Subject teacher
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Subject teacher
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	
An excluded pupil wants to complete his/her non-examination assessment(s)	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	Head of Key Stage, Head of Year, Curriculum Leader, Subject teacher, SLT
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	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	Subject teacher, Network Manager
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	Curriculum Leader, Subject leader

<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	Curriculum Leader, Subject teacher, candidate
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	Curriculum Leader, subject leader
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	Examination Officer Curriculum Leader
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	
Subject teacher not available to sign authentication forms	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	Curriculum Leader, SLT Line Manager

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

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

	Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body	
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate	Subject Teacher, Curriculum Leader, SLT Line manager
Deadline for submitting marks and samples of candidates work ignored by subject teacher	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	Curriculum Leader, SLT Line Manager, Deputy Head
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	