



GLEBE SCHOOL

Non-Examination Policy including Assessment, Controlled Assessment and Moderation Policy

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Statement of intent

It is the responsibility of everyone involved in Glebe non-examination assessment process to read, understand and implement this policy.

What does this policy affect?

- This policy affects the delivery of subject qualifications which contain a component(s) of non-examination assessment.
- The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not: set by an awarding body designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment) is classified as non-examination assessment (NEA).
'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's Instructions for conducting non-examination assessments, Foreword)

The school:

- Is committed to ensuring that internal non-examination assessments are conducted by members of teaching staff who have the appropriate knowledge, skills and understanding.
- Will ensure non-examination assessment evidence provided by candidates is produced and authenticated according to the requirements of the awarding body for the subject concerned.
- Will ensure the consistency of internal assessment will be maintained by internal moderation and standardisation.
- Will ensure all candidate work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification. The purpose of this policy is to provide information and ensure understanding of the functionality of a non-examination assessment in school.

Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate subject leader for each subject that involves non-examination assessment.
- Ensuring that this policy is fit for purpose.
- Ensuring the school's internal appeals procedures clearly detail that the appeals procedure is to be followed by candidates and parents appealing against internally assessed marks.
- Ensuring the correct conduct of non-examination assessments, which complies with JCQ and awarding body subject-specific instructions, is followed.
- Ensuring the assessment schedule is recorded in the school-wide calendar by the beginning of the academic year.
- Ensuring there are no conflicts of interest, e.g. a teacher teaching their own child.
- Ensuring that external moderators receive the correct samples of work to review, within the timeframe specified by the awarding body.

Exams Officer is responsible for:

- Management of awarding body procedures for external examinations.
- Operation and implementation of awarding body procedures for external examinations.

- Ensuring subject leaders are kept up-to-date with JCQ regulations and information.
- Communicating awarding body information, timetables and entry deadlines to heads of departments who will forward that information to learners.
- Ensuring that candidates are entered for the correct assessments and the entry forms reach the relevant awarding body at the specified time.

Heads of Department are responsible for:

- Ensuring that the course delivery schedule is informed by the external assessment timetable.
- Providing the exams officer with accurate entry details and where applicable, estimated entries to meet awarding body deadlines.
- Confirming with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- Ensuring appropriate procedures are in place for internally standardising and moderating the marks awarded by subject teachers in line with the awarding body's criteria.
- Providing a school-devised template, where the awarding body has not provided one, for candidates to record their research, planning, resources, etc.
- Ensuring subject teachers understand their roles and responsibilities within the non-examination assessment process.
- Ensuring JCQ and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments.
- Ensuring the Exams Officer is provided with the relevant entry codes for subjects in time with the internal deadlines for entries.
- Understanding and complying with the general JCQ instructions.
- Where instructions may also be provided by the awarding body, understanding and complying 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.
- Marking internally assessed work to the criteria provided by the awarding body.

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

The basic principles

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There will be three assessment stages, and rules which apply to each stage:

- Task setting
- Task taking
- Task marking

The functionality of these rules will vary across subjects due to subject-specific content, e.g. the implementation of working in silence would not necessarily be applicable in a drama assessment.

As required by JCQ, the school will implement this policy to outline the management of GCE and GCSE non-examination assessments.

The school will ensure that such a policy is in place for a JCQ school inspector to examine.

The instructions in this policy will apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

Headteacher

- Ensure that the centre's non-examination assessment policy is fit for purpose
- Ensure the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks
- Ensure the correct conduct of non-examination assessments which comply with JCQ and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

HoD

- Confirms with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures JCQ and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries
- Understands and complies with the general JCQ instructions
- Where instructions 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

Exams officer

- Carries out tasks where these may be applicable to the role in supporting the
- administration/management of non-examination assessment
- Ensures HoDs are kept up to date with JCQ regulations and information for candidates

Task setting / Issuing of Tasks

HoD

- 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
- Makes candidates aware of the criteria used to assess their work
- 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 (liaise with the Exams Officer)
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Exams Officer

- Ensures candidates and teaching staff are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media.

Subject teacher

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

Advice and feedback

Subject teacher

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

Resources

Head of Department

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

Word and time limits

Head of Department/Subject Teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory, and makes this information clearly available to candidates

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

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

Presentation of work

Subject teacher

- Instructs candidates to present work as instructed in JCQ regulations 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

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Liaises with the Exams Officer to ensure that secure storage instructions are followed as defined in the JCQ publications "Instructions for Conducting NEA", section 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 enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Exams officer

- 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 where applicable, according to JCQ Instructions for conducting examinations

HoD

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
- Ensure that the externally assessed component is conducted according to the JCQ publication Instructions for conducting examinations

Submission of work

Exams officer

- Provides the attendance register to the subject teacher
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- 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
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

HoD

- Provides the attendance register to a Visiting Examiner Exams officer
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Liaises with Exams Officer to ensure correct work is packaged ready to send.

Task marking – internally assessed components

Marking and annotation

HoD/Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body

- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

Internal standardisation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, 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)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

HoD

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

Subject teacher

- Accesses awarding body training/updates 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 of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- 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 or holding a preliminary trial marking session prior to marking
- Carrying out further trial marking at appropriate points during the marking period then after most marking has been completed, holds a further meeting to make final adjustments
- Makes final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

Subject teacher

- 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

Submission of marks and work for moderation

Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Confirms with subject teachers that marks have been submitted to the awarding body deadline keeping a record of the work submitted
- Confirms with HoD that the moderation sample has been submitted to the awarding body deadline
- Ensures that postal moderation work is dispatched in packaging provided by the awarding body with moderator label(s) provided by the awarding body affixed to the packaging
- Proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the HoD, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Exams officer

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

HoD/Exams Officer

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

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

External moderation – feedback

Exams officer

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

HoD

- 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

External Assessment Appeals

The school on behalf of the student may make appeals against external assessment decisions. The Assistant Headteacher and Exams Officer will gather and submit within awarding body deadlines the evidence required to support the claim.

Access to Fair Assessment

Statement of Assessment

- Glebe School aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access arrangements and reasonable adjustments

Exams Officer

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

Subject teacher

- Works with the Exams Officer and AHT to ensure any access arrangements for eligible candidates are applied to assessments

Special consideration and loss of work

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 where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

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

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, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Exams officer

- Signposts the JCQ publication Suspected Malpractice: 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 candidates documents
- Where required, supports the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice

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 what constitutes malpractice in non-examination assessments
- 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

Post-results services

Head of centre

- Is familiar with the JCQ publication Post-Results Services
- 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 review of results or an appeal

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 PostResults Services (Information and guidance to centres...)

HoD

- 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
- 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

Quality assurance (QA) lead/Lead internal verifier

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

HoD

- 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 a monitoring visit

Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- 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

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 selected pupils 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

Exams officer

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

HoD

- 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

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they will be referred to the Complaints Policy.

Internal Moderation

Exams Officer

- Forward accurate entries, and where applicable estimates to meet the awarding body deadlines.
- Liaise with the AHT to make arrangements for invigilation and appropriate accommodation.
- Ensure the secure storage of examination papers and materials.
- Package completed scripts and related documentation to the awarding body.
- Liaise with the AHT and Heads of Departments to process any appeals.
- Make online applications for any access arrangements for any pupils with particular needs.

HoD

- Liaise with the Exams Officer to coordinate the issue and completion of documentation for candidate entry to meet the awarding body timescales.
- Ensure that all candidates are enrolled to undertake the appropriate exam or external element of the course.

- Submit to the Exams Officer, predicted grades which candidates are expected to achieve in the external assessment/examination.

Subject teacher

- It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
- Internal moderation should be on-going throughout the course, with feedback being given to the assessors. This will be supported by the QN and LIV . There should be evidence of feedback being actioned where necessary.
- Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor / teacher is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
- It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
- All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

Access arrangements

Assistant Headteacher and HoD/Subject teacher

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

Special consideration

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

HoD/Head of Year

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent; produces a reduced quantity of work; work has been lost
- Works with the Exams Officer and AHT when special consideration may need to be applied for a candidate taking assessments

Malpractice

Head of Centre/ Assistant Headteacher

- Understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures

Exams officer

- Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
- Signposts the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to HOD.
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

HoD/Subject teacher

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

Enquiries about results

Head of Centre

- Ensure 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 an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Exams officer

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

HoD

- Provides relevant support to subject teachers making decisions about enquiries about results
- Provides advice and guidance to candidates on their results and the post-results services available

- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Controlled assessment policy and procedures

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve clashes/ problems over the timing or operation of controlled assessments. issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department

- Decide on the awarding body and specification for a particular course.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre set task:	<ul style="list-style-type: none"> Ensure that subject teachers access awarding body training information, practice materials etc. Samples assessment criteria in the centre set task 	Exams Officer/HoD
Candidates do not understand the marking criteria and what they need to do to gain credit	<ul style="list-style-type: none"> 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 Candidates confirm/record they understand the marking criteria 	HoD/Subject Teacher
Task Setting		
Subject teacher long term absence during the task setting stage	<ul style="list-style-type: none"> Replacement subject teacher to be in place as quickly as possible . 	Deputy Head/ HoD
The wrong task is given to candidates	<ul style="list-style-type: none"> Ensure 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 	HoD/Subject Teacher
Subject teacher long term absence during the issuing of tasks stage	<ul style="list-style-type: none"> Replacement subject teacher to be in place as quickly as possible 	Deputy Head/ HoD
Supervision		
Planned assessments clash with other centre or candidate activities	<ul style="list-style-type: none"> Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar 	AHT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<ul style="list-style-type: none"> 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) 	AHT

<p>Insufficient supervision of candidates to enable work to be authenticated</p>	<ul style="list-style-type: none"> • 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 	<p>Exams Officer/HoD</p>
<p>A candidate is suspected of malpractice prior to submitting their work for assessment</p>	<ul style="list-style-type: none"> • 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 	<p>Head of Centre/Exams Officer</p>
<p>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</p>	<ul style="list-style-type: none"> • 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 	<p>Exams Officer/Deputy Head/HoD</p>
<p>Advice and Feedback</p>		
<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p>	<ul style="list-style-type: none"> • 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 	<p>Exams Officer/Deputy Head/HoD</p>
<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<ul style="list-style-type: none"> • An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant • Records as detailed above are provided to confirm all assistance given • Where appropriate, a suspected malpractice report is submitted to the awarding body 	<p>Head of Centre/Exams Officer</p>
<p>Candidate does not reference information from published source</p>	<ul style="list-style-type: none"> • 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 	<p>Subject Teacher/ HoD</p>

Candidate joins the course late after formally supervised task taking has started	<ul style="list-style-type: none"> A separate supervised session(s) is arranged for the candidate to catch up 	Subject Teacher/ HoD
Candidate moves to another centre during the course	<ul style="list-style-type: none"> Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place 	HoD/ Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	<ul style="list-style-type: none"> 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. 	Deputy Head/Exams Officer
Candidates have worked in groups where the awarding body specification states this is not permitted	<ul style="list-style-type: none"> Awarding body guidance sought where this issue remains unresolved 	Subject Teacher/ HoD
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	<ul style="list-style-type: none"> 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 	Subject Teacher/ HoD/ Deputy Head
Candidate does not sign their authentication statement/declaration	<ul style="list-style-type: none"> 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 	EO/ Subject Teacher/ HoD
Subject teacher not available to sign authentication forms	<ul style="list-style-type: none"> 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 	HoD/Deputy Head

Presentation		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<ul style="list-style-type: none"> Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment 	Subject Teacher/HoD
Keeping materials secure		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<ul style="list-style-type: none"> Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment 	Subject Teacher/ HoD
Adequate secure storage not available to subject teacher	<ul style="list-style-type: none"> Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required 	HoD
A candidate is absent on the day of the examiner visit for an acceptable reason	<ul style="list-style-type: none"> 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 	HoD/Exams Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<ul style="list-style-type: none"> The candidate is marked absent on the attendance register 	Subject Teacher
A candidate submits little or no work	<ul style="list-style-type: none"> Task marking – internally assessed components Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body 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/HoD
A candidate is unable to finish their work for unforeseen reason	<ul style="list-style-type: none"> Relevant staff are signposted to the JCQ publication A guide to the special consideration process, to determine eligibility and the process to be followed for shortfall in work 	Subject Teacher/HoD/HoY/Deputy Head /Exams Officer
The work of a candidate is lost or damaged	<ul style="list-style-type: none"> Relevant staff are signposted to the JCQ publication A guide to the special consideration process to determine eligibility and the process to be followed for lost or damaged work As above 	HoD/Exams Officer

Candidate malpractice is discovered	<ul style="list-style-type: none"> • Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments 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 	HoD/Exams Officer
A teacher marks the work of his/her own child	<ul style="list-style-type: none"> • 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 	HoD/Exams Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<ul style="list-style-type: none"> • 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 	HoD/Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<ul style="list-style-type: none"> • Awarding body is contacted for guidance • Relevant staff are signposted to the JCQ publication A guide to the special consideration process to determine eligibility and the process to be followed to apply for special consideration for candidates 	HoD/Deputy Head/Exams Officer
A candidate wishes to see marks awarded for their work by their teacher	<ul style="list-style-type: none"> • 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 	Subject Teacher/HoD/Deputy Head/Exams Officer
Deadline for submitting work for formal assessment not met by candidate	<ul style="list-style-type: none"> • 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 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/HoD/Deputy Head/Exams Officer
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<ul style="list-style-type: none"> • 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 	Subject Teacher/HoD/Deputy Head/Exams Officer
Subject teacher long term absence during the marking period	<ul style="list-style-type: none"> • Replacement subject teacher to be in place as quickly as possible HoD to oversee marking 	Deputy Head/HoD

