

Examinations Policy

“The best life chances for all pupils”

St Benedict’s Catholic School

“LORD, save us! LORD, grant us success” Psalm 118:25

MISSION STATEMENT

“To work in partnership with parents, the Church and society in order to be a community in which young people are well educated and prepared to be effective Christians in the modern world.”

PHILOSOPHY

All students have a right to a curriculum which will help them to develop spiritually, intellectually, morally, socially and culturally and also prepare them for adult life. Examination success is key to ensuring that our students are able to live out their mission in the modern world of work and academia. The aim of the examinations team at St Benedict’s is to ensure that the correct systems are in place to ensure that the exams are held fairly, calmly and appropriately so as to ensure the best chances for the pupils in our care.

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- to ensure the Centre complies with Joint Council for Qualifications regulations and awarding body guidelines.

It is the responsibility of everyone involved in the centre’s exam processes to read, understand and implement this policy. This exam policy will be reviewed annually. This exam policy will be reviewed by the head of centre, senior leadership team and the exams officer.

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1. Staff responsibilities

Head of Centre

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.
- Appoints a member of staff to provide analysis of exam results.

Exams Officer

Manages the administration of public and internal exams

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework and controlled assessment is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- posting of exam papers.
- administers access arrangements and makes applications for special consideration using the *JCQ Adjustments for candidates with disabilities and learning difficulties and the JCQ Guide to the special consideration process*.
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- ensures candidates' coursework and controlled assessment marks and requested work samples are submitted on schedule, and record returned work and any other material required by the appropriate awarding bodies correctly
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Assistant Headteacher

- Organisation of teaching and learning.

Subject Leader

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework and controlled assessment mark sheets and declaration sheets.
- Accurate completion of entry, estimated grades and all other mark sheets and adherence to deadlines as set by the exams officer.

SENCO

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Advise Examinations Officer of access arrangements and requirements of candidates.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

Lead invigilator/invigilators

- Support the exams officer when preparing the examination rooms
- Assist with the collection of exam papers and all relevant equipment from the exams office prior to the examination.
- Supervise students and ensure JCQ 'Instructions for conducting examinations' are adhered to.
- Assist with the smooth and efficient running of the examinations.
- Collection of exam papers in the correct order at the end of the examination, and return to the exams office.

Candidates

- Confirmation and signing of entries.
- Ensure they know the date, time and location of all their exams.
- Understanding coursework and controlled assessment regulations and signing a declaration that authenticates the coursework or controlled assessment as their own.
- Ensure they abide by and are aware of the JCQ information for candidates for written and on-line examinations.
- Ensure they are aware of all deadlines for coursework/controlled assessments, entries and post results requests and that they meet stated deadlines.

2. Exam seasons and timetables

2.1 Exam seasons

Timetables for internal and external examinations are published on the school website, and parents are informed via the newsletter and by email. Internal exams are scheduled in November (for Year 11) and the summer term (for Year 10). External exams are scheduled in May and June, or at

times decided by the examination boards. Internal exams in Years 11, 10 and Key Stage 3 are held under external exam conditions. Which exam series are used in the centre is decided by the Head of Centre.

2.2 Timetables

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed via Edulink.

3. Entries

3.1 Entries

It is the subject leaders' responsibility to check that all entry codes and details are correct and to advise the Exams Officer of any amendments.

It is the students' responsibility to check that all entries and personal details are correct and to advise the Exams Officer of any amendments by the stated deadlines.

Candidates are selected for their exam entries by their subject leaders.

A candidate or parent/carer can request a subject entry, change of level or withdrawal, which must be agreed by the head of department. Any entries requested by the student or parent/carer and not supported by the subject teacher must be paid for by the student.

The centre accepts external entries from former pupils only. Any exceptions to this must be authorised by the Head of Centre.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to subject leaders via email, notice-board outside the staff room and staff briefing meetings. Late entries have to be authorised by heads of department.

3.2 Retakes

GCSE retakes will be allowed in exceptional circumstances and to ensure compliance with attainment requirements. Retake decisions will be made in consultation with the candidates. The Centre will cover the cost of retakes for students in sixth form who have failed to attain a grade 4 in GCSE Maths and English.

4. Exam fees

GCSE initial registration and entry exam fees are paid by the centre. A Level initial registration and entry exam fees are paid by the centre. Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies. This information is passed to Heads of Department by the Exams Officer. Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework/controlled assessment requirements. This fee reimbursement policy will be communicated in writing to candidates and

parents/carers at the start of GCSE and post-16 courses. Retake fees for first and any subsequent retakes are paid by the candidates, except GCSE Maths and English taken in Sixth Form.

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 11.2: Enquiries about results [EARs])

5. Estimated grades

The subject leader will submit estimated grades to the exams officer when, and if, requested by the exams officer, and exam boards.

6. Managing invigilators and exam days

6.1 Managing invigilators

External invigilators will be used for exam supervision of all external exams and some internal exams, as timetabled by the exams office. The recruitment of invigilators is the responsibility of the exams office. Securing the necessary DBS clearance for new invigilators and setting up contracts is the responsibility of the School Manager. DBS fees for securing such clearance are paid by the centre. Invigilators are timetabled, trained and briefed by the exams office.

6.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator. Site management is responsible for setting up the exam desk and chair requirements in allocated rooms. The lead invigilator will start exams in accordance with JCQ guidelines. JCQ guidance is followed with regard to the people who can be present in the examination room. Exam papers must not be read by subject teachers or removed from the exam room. Papers will be distributed to subject leaders by the exams officer 24 hours after the end time of the exam.

The exams officer is responsible for initial investigation of suspected malpractice. Substantiated evidence of malpractice is taken up by a member of SLT.

7. Candidates, clash candidates and special consideration

7.1 Candidates

The centre's published rules on uniform, acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer.

Candidates may only leave the exam room for a genuine purpose, as agreed by the exams officer, and will be accompanied by a member of the exam office staff and returned immediately to the exam room.

The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

7.2 Clash candidates

The exams officer will be responsible for identifying clash candidates, arranging supervision with the centre or arranging overnight supervision as necessary according to the JCQ 'Instructions for conducting exams'.

7.3 Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the exams officer, centre, or the exam invigilator, to that effect on the day of the exam. Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor. The exams officer will then submit a special consideration application to the relevant awarding body by the deadline set by the examination board.

8. Non-Examination Assessment

8.1 Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Subject leaders will ensure all coursework/controlled assessment is ready for dispatch, with an authentication form completed declaring that all work submitted is the candidate's own work, at the correct time and the exams officer will keep a record of what has been sent when and to whom. Subject leaders are responsible for submitting marks online.

The centre is obliged to publish a separate policy specifically for controlled assessments. **See Appendix i.**

The main points are:

- It is the responsibility of the subject leader to obtain the controlled assessment task details from the exam boards.
- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required.
- Relevant display materials must be removed or covered up.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away, as above.

- Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- If suspected malpractice occurs, the exams officer must be informed.
- If a student's work is lost within the school, this must be reported to the exam board via the exams officer.
- Authentication forms must be signed by the teachers and candidates.
- Access arrangements do apply to controlled assessment.
- The assessment marks must be submitted to the exam office by the appropriate date.

8.2 Appeals against Internal Assessment of Work for External Qualifications – **see Appendix ii**

9. Results and Post Results Services

9.1 Results

Candidates will receive individual results slips on results days in person at the centre.

Third parties may collect candidates' results only with prior written authorisation from the candidate to the Exams Officer.

Uncollected results will be posted to the candidate's address on the school information system or kept in school for distribution at the beginning of the next school year.

Arrangements for the school to be open on results days are made by the head of centre. The provision of exam office staff on results days is the responsibility of the exams officer.

9.2 Post Results Services

Guidance on costs and procedures for the Post Results services must be published on the school website ahead of the exam season.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. Review of marking cannot be applied for once a script has been returned.

10. Certificates

Certificates are presented in person. Certificates may be collected on behalf of a candidate by a third party, provided they have written authorisation to do so. The centre retains uncollected certificates for one year after which time they will be confidentially destroyed.

11. Contingency Planning – see separate policy at Appendix iii

Reviewed by John D'Mello on 26 June 2020

Next Review: June 2021

St Benedict's Catholic School

Non-examination assessment policy

2019/20

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J D'Mello	
Date of next review	July 2021

Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	Imogen Senior
Quality assurance lead/Lead internal verifier	Sam Tatum
SLT member(s)	John D'Mello
SENCo	Cassie Bergin
Exams officer	Debbie Aliaga

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What does this policy affect?

This policy affects the delivery of subjects of GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.

[JCQ publication [Instructions for conducting non-examination assessments](#), Foreword]
This publication is further referred to in this policy as [NEA](#)

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments

The policy will need to cover all types of non-examination assessment.

[\[NEA 1\]](#)

What are non-examination assessments?

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking.

[\[NEA 1\]](#)

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

The basic principles

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update to confirm awareness of and that relevant centre staff are adhering to the latest version of [NEA](#)
- Ensures the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- Signposts the annually updated JCQ publication [NEA](#) to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

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

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

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
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents
Information for candidates

Advice and feedback

Subject teacher

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

Resources

Subject teacher

- 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 appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce 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

Subject teacher

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

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 requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed

- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Reminds candidates of the contents of the JCQ document Information for candidates – Social Media)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

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 according to JCQ Instructions for conducting examinations

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- 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

Task marking – internally assessed components

Marking and annotation

Head of centre

- 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

Subject head/lead

- 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

Subject teacher

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale set by the subject lead or as indicated in the centre's *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
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

Subject 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

Consortium arrangements

Subject head/lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre-assessed work for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject teacher

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams officer

- Where the centre is the consortium lead
 - submits an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
 - submits marks for home centre candidates to the awarding body deadline
 - liaises with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline

Submission of marks and work for moderation

Subject teacher

- Inputs and submits 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
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- 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
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

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
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors

- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher

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

Exams officer

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

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

Subject head/lead

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

Exams officer

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

Access arrangements

Subject teacher

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

Special educational needs coordinator (SENCo)

- 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

Special consideration and loss of work

Subject teacher

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

Exams officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
 - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
 - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
 - Keeps required evidence on file to support the application
- Refers to/directs relevant staff to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body

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 in Examinations and Assessments: 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

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

Exams officer

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

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

Subject head/lead

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

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post-Results Services](#) (Information and guidance to 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

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

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the 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* and ensures any relevant JCO/awarding body instructions are followed
- 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 any 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 a monitoring visit

Subject teacher

- Ensures all the JCO/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
- 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/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- Accepts contact with the monitor and passes 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

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

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

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCO/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams officer

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

Private candidates

Subject head/lead

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

Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p>Records confirm that relevant centre staff are familiar with and follow:</p> <ul style="list-style-type: none"> the current JCQ publication Instructions for conducting non-examination assessments the JCQ document Notice to Centres - Sharing NEA material and candidates' work - http://www.jcq.org.uk/exams-office/non-examination-assessments 	
Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not:</p> <ul style="list-style-type: none"> submit work which is not their own make available their work to other candidates through any medium allow other candidates to have access to their own independently sourced material assist other candidates to produce work use books, the internet or other sources without acknowledgement or attribution submit work that has been word processed by a third party without acknowledgement include inappropriate, offensive or obscene material <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - https://www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</p>	
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course</p> <p>IT systems checked prior to key date</p> <p>Alternative IT system used to gain access</p> <p>Awarding body contacted to request direct email of task details</p>	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.</p> <p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>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</p> <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	
Subject teacher long term absence during the task setting stage	<p>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</p>	
Issuing of tasks		

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>Candidate confirms/records advice and feedback given prior to starting on their work</i>	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
word or time limits	<p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	
Subject teacher not available to sign authentication forms	<p><i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i></p>	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<p><i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i></p>	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i></p>	
Adequate secure storage not available to subject teacher	<p><i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i></p> <p><i>Alternative secure storage sourced where required</i></p>	
Candidates work produced electronically is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i></p> <ul style="list-style-type: none"> • <i>access to this material is restricted (insert how)</i> • <i>appropriate security safeguards are in place (insert names/types of protection)</i> • <i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</i> • <i>any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data</i> 	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
	<i>stored within it (insert relevant details of how)</i>	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	
The work of a candidate is lost or damaged	<i>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</i>	
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	
Deadline for submitting work	<i>Records confirm deadlines given and understood by candidates</i>	

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
for formal assessment not met by candidate	<p><i>at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	
Subject teacher long term absence during the marking period	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	

Appeals against Internal Assessment of Work for External Qualifications

St Benedict's Catholic school is committed to ensuring that whenever members of staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure.

A copy of this Appeals Policy will be available to students, parents/guardians via the VLE and the school website. It is also displayed on the noticeboard outside the Exams Office.

Appeals against the process used to arrive at a centre assessment:

1. Appeals against the process used to arrive at a mark must be made at least two weeks before the end of the last externally assessed paper in the examination series.
2. Appeals against the process used must be made in writing to the Head teacher who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. If the Head teacher was directly involved in the assessment in question, another member of the Senior Leadership Team will be appointed to conduct the investigation. Likewise if the Head teacher is not able to conduct the investigation for some other reason the same procedure will be followed.
3. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body.
4. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
5. The outcome of the appeal will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

Appeals against the mark awarded by the centre:

1. Appeals against the mark awarded by the centre must be made at least one month before the exam board deadline for the submission of marks.
2. Appeals against the mark awarded must be made in writing to the Head teacher who will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement with the candidate and has no personal interest in the outcome of the review.
3. The reviewer will be instructed to ensure that the candidate's mark is consistent with the standard set by the centre.
4. The appellant will be informed in writing of the outcome of the appeal.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation does result in changes in marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the Enquiries About Results procedure of the relevant awarding body.

Appendix iii

St Benedict's Catholic School Examinations Contingency Policy

Purpose of the plan

This plan is designed to minimise the risks and issues that could cause disruption to the management and administration of the exam process at the school. It will be invoked in case of disruption and is intended to mitigate the impact disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in Ofqual's "Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland".

This plan complies with JCQ general regulations (section 5) in that:

The School agrees to "have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the Exams Officer be absent at a crucial stage of the examination cycle;"

Causes of potential disruption to the exam process

1. Exams Officer extended absence at key points in the exam process (cycle)

School actions:

- SLT and Resources Manager (TS) to take over responsibilities for the management of examinations.
- Senior experienced invigilator to increase hours and take more responsibility for day to day running of examinations.
- Cover supervisors to be used for invigilation and exams duty.
- Agency staff to be used to replace cover supervisors.

2. SENCO extended absence at key points in the exam cycle

School actions:

- SLT and SEND staff to assume direct responsibility for SENCO in their absence.

3. Teaching staff / Head of Department extended absence at key points in the exam cycle

School actions:

- Where applicable, the second in charge of department will assume responsibility.
- Where no second in department exists, the SLT link for that department will nominate a member of staff to assume responsibility.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

School actions:

Internal staff or supply invigilators to be utilised alongside the team of trained invigilators.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

School actions:

- Alternative rooms to be sourced by Data Manager.
- SLT to co-ordinate the re-rooming of timetabled classes as appropriate.

6. Failure of IT systems

School actions:

- IT Manager to liaise with MIS provider as a matter of urgency.
- The School to communicate with relevant awarding bodies at the outset to resolve the issue.
- Seating plans for exam series to be printed in advance

7. Disruption of teaching time – School closed for an extended period

School actions:

- School to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]. School remains responsible for preparing students, as usual, for examinations. School has methods in place to facilitate alternative methods of learning than on the school site, should the need arise, for example via online materials and the VLE.
- Bad weather
 - In the event that weather is adverse and the school is closed on a day of a scheduled public examination the Headteacher will assess the possibility of key staff being able to attend. If they are confident that key staff are able to be in attendance and that the exam will run. The school website will be updated to show timetabled examinations are still going ahead and advising of any revised start times. Start times may be delayed for morning exams if a number of candidates are late (permission will be sought from relevant awarding bodies). All candidates are expected to make the effort to come in and sit their examination. The decisions regarding travelling to school for an exam rest with individual families taking consideration of the weather and road conditions locally to them. If a candidate is unable to get into school on an exam day as a result of inclement weather, it is imperative that families contact the school as soon as possible to explain that this has occurred. If the headteacher were to take a decision that the school has to shut, as it is unsafe to open, we would notify the awarding body that we had been unable to run the exams that were scheduled for that day.

8. Disruption in the receipt of examination papers

School actions:

- The School to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]
- Awarding bodies are able to provide school with electronic access to exam papers via external networks. The Exams Officer would then ensure that copies are received, made and stored under secure conditions, before use.

9. Candidates unable to take examinations because of a crisis – School remains open

School actions:

- The School to communicate with relevant awarding organisations at the outset to make them aware of the issue. The School to communicate with parents, carers and candidates regarding solutions to the issue. [Joint Contingency Plan (JCP) scenario 2]. School will liaise with the affected candidate(s) to identify whether the examination can be sat at an alternative venue in agreement with the relevant Awarding Body. School will apply for special consideration for candidates where they

have met the minimum requirements. Candidates are only eligible if they have a medical certificate, have adequately completed a self-certification form or have been advised by their School not to attend an examination. If a candidate chooses not to sit an examination s/he should be aware that special consideration rules will not apply.

10. Evacuation while Exam in Progress

Evacuation could occur in the following circumstances:

- Examination venue(s) require evacuation (while maintaining the integrity of the examination system and safeguarding qualification standards)
 - A confirmed genuine fire within the school building
 - A gas leak that could result in an explosion is discovered
 - Evacuation of the school building is required by the police or other emergency services
 - An improvised explosive device is found within the school site
 - A bomb threat is received by the school and is deemed genuine
 - Major structural damage to the school building suggests collapse is imminent

School actions:

1. Note the time the alarm went off and the starting time of the exam.
2. All examination material and other items must be left on the examination desks.
3. Tell the candidates to remain calm and leave their belongings and papers on their desks.
4. Before the students exit the examination room, remind them that they are still under examination regulatory conditions and they must not talk or communicate with each other or any other individual in any way. Remind them that a breach of regulations could mean disqualification from their examination.
5. **At least two members of the leadership team will attend the main exam room to assist with the evacuation and to help invigilators maintain examination conditions.**
6. Invigilators and SLT will lead the candidates out of the room and the building by the nearest safe exit and proceed to the assembly point (as designated within the Health and Safety Policy).
7. The exam attendance registers should be taken out to ensure that all candidates are present and accounted for at roll-call.
8. Once the all-clear for re-entering the building is given, remind the candidates that they must be silent then escort them back to the examination room.
9. Note the time of restarting the examination and change the finish time accordingly. Make sure all this information is clearly recorded on an Incident Log Sheet, so that a Special Consideration can be submitted by the Exams Officer to the relevant awarding bodies.
10. **Note: For afternoon examinations: the school will then contact bus companies and parents of students who rely on buses. This will only occur if**

the new finish time of the examination exceeds the planned finish time beyond 3:45 pm.

School to communicate with relevant awarding organisations to make them aware of the issue. School to communicate with parents, carers and candidates regarding solutions to the issue.

11. School unable to open as normal during the exams period

School actions:

- A School which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCQ scenario 5]
- The responsibility for deciding whether it is safe for School to open lies with the Headteacher. If the school does close, the Awarding Bodies will be informed (if examinations are due to be taken) as soon as possible. School will remain open for examination and examination candidates only, if possible. School may use alternative venues in agreement with the relevant Awarding Body (e.g. share facilities with other School or use other public building, if possible). Candidates will be offered the opportunity to sit examinations missed at the next available examination series in the case of modular or one-year option courses. Where this is not possible for certifying candidates in their final year, advice will be sought from awarding bodies. School will apply to Awarding Bodies for special consideration for candidates where they have met the minimum requirements.

12. Disruption to the transportation of completed examination scripts

School actions:

The School to communicate with relevant awarding organisations at the outset to resolve the issue [JCP scenario 4]. School will ensure the secure storage of completed examination papers until collection. School will seek advice from awarding bodies and normal collection agency regarding collection.

13. Assessment evidence is not available to be marked

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

School actions:

It is the responsibility of the Headteacher to communicate this immediately to the relevant awarding bodies and subsequently to students and their parents/carers. [JCP scenario 6]

14. School unable to distribute results as normal

School actions:

School to contact awarding bodies about alternative options. [JCP scenario 11]

Scenarios, criteria and specific communications have been taken directly from the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland (details of which can be found on Ofqual's website, see next page)

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early year's settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>