

Exam Policy

(April 2019)

Park Community School

The purpose of this policy is to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates and to ensure the operation of an efficient exam system with clear guidelines for all relevant staff

FOR FULL INFORMATION ON EXAM PROCEDURES – PLEASE REFER TO THE YELLOW AND ORANGE JCQ ‘ICE’ BOOKS FOR THE CURRENT ACADEMIC YEAR

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The policy purpose

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.

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

The exam policy will be reviewed every two years.

The exam policy will be reviewed by the Head of Centre (Headteacher) and Exams officer.

Exam responsibilities

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 awarding bodies
- 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
- Receives, checks and stores securely all exam papers and completed scripts
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- 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.
- Delivery of exam papers and other material from the exams office before the start of the exam.

Head of School

- Organises teaching and learning.
- Manages external validation of courses followed at key stage 4/post-16.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

The SEN Coordinator (SENCO) is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- 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.
- Administers access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration.

Lead invigilator/invigilators are responsible for:

- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Qualifications offered

The qualifications offered at this Centre are decided by the Head of Centre, Heads of Department and Senior Leadership Team.

The qualifications offered are A Levels, GCSE, BTEC, LAZER, City & Guilds and WJEC vocational options.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed.

Informing the exams officer of changes to a specification is the responsibility of the Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the SENCO, Subject teachers, Heads of Years, Head of Department and Deputy Headteacher.

Exam series and timetables**Exam seasons**

Internal exams and assessments are scheduled in November, February, March May, June and On-demand.

External exams and assessments are scheduled in November, May and June.

Internal exams are to be held under external exam conditions.

The Heads of Department decide which exam series are used in the Centre.

On-demand assessments can be scheduled only in windows agreed between the

Exams Officer and the Senior Leadership Team is the policy for offering on-demand testing.

Timetable

Once confirmed, the Exams Officer will circulate the exam timetable for internal exams and external exams.

Entries, entry details and late entries

Candidates are selected for their exam entries by the Heads of Department, senior staff and subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The Centre does not accept entries from external candidates.

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

Entry deadlines are circulated to Heads of Department via email.

Late entries are authorised by Heads of Department and Senior Leadership Team.

GCSE re-sits are allowed.

Re-sit decisions will be made in consultation with subject teachers and Heads of Department.

Exam fees

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.

GCSE entry exam fees are paid by the Centre. Exam fees are paid by the Centre. Late entry or amendment fees are paid by the Departments.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees may be paid by the Centre or parents/carers, as decided by senior staff.

Equality Act

All exam Centre staff must ensure that meet the requirements of the Equality Act 2010.

The Equality Act 2010 introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

A person has a disability for the purposes of the Act if she/he has a physical or

mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

Access arrangements

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SENCO.

Making access arrangements for candidates to take exams is the responsibility of both the SENCO and Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO and SEN Department.

Rooming for access arrangement candidates will be arranged by the SENCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Officer.

Contingency planning

Contingency planning for exams administration is the responsibility of the deputy headteacher.

Private candidates

Private candidates may be entered subject to checks and fees decided by the school.

Estimated grades

Heads of department are responsible for submitting estimated grades to the Exams Officer when requested by the Exams Officer where required.

Managing invigilators

Support staff and volunteer teachers are used to invigilate examinations. These invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Centre administration.

Securing the necessary DBS clearance for new invigilators is the responsibility of the Centre administration.

DBS fees for securing such clearance are paid by the Centre. Invigilators are timetabled and briefed by the Exams Officer. Invigilators rates of pay are set by the Centre administration.

Malpractice

The Senior Leadership Team is responsible for investigating suspected malpractice,

and reporting this to the Head of Centre (Headteacher).

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 allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

A senior leader may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department once the completed papers have been dispatched from the Centre.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Candidates

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other 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 or senior invigilator.

Note: candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Welfare Support and Guidance Team are responsible for handling late or absent candidates on exam day or subsequently.

For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the

candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Internal assessments and appeals

Internal assessment replaces the largely discontinued term coursework

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks and appeals

Marks for all internally assessed work and estimated grades are provided to the Exams Officer by the Heads of Department.

Mock exam papers should be stored securely within the Centre in case they are needed to support grounds for an appeal until the end of the Appeals Process and the outcome is final.

Appeals against internal assessments must be made by the end of the first week in September.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office.

Results

Candidates will receive individual result slips on results days, either in person at the Centre or by post to their home addresses.

Arrangements for the Centre to be open on results days are made by the Senior Leadership Team.

The provision of staff on results days is the responsibility of the Senior Leadership Team.

Enquiries about Results

Enquires about results may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested.

If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the Centre's expense.

When the Centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

Access to Scripts

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE re-marks cannot be applied for once a script has been returned.

Certificates

Certificates are presented in person or posted

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

The Centre retains certificates for six years.

Appendix I - Contingency Planning

Aims

The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the exam system at Park Community School affecting candidates across several awarding organisations.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Park Community School. This plan may also be used in conjunction with the Emergency Policy.

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The contingencies covered have been implemented on several occasions in response to localised issues in other centres. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

- Delivering assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

If the usual contingencies are no longer sufficient to maintain these outcomes, the Senior Leadership Team will agree the additional actions required.

Communications

In the event of local disruption communication to teachers and students will take place through the Exams Officer following agreement with the Headteacher.

In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed on the Ofqual website (www.gov.uk/government/organisations/ofqual) and proactively communicated to relevant stakeholders.

This includes communication between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

The organisations involved in this Joint Contingency Plan are committed to:

- Sharing timely and accurate information as required to meet the aims of the

- plan
- Communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- Ensuring any messages to the public are clear and accurate.

Disruption of teaching time – school closed for an extended period

If Park Community School is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning. It is the responsibility of the school to prepare students, as usual, for examinations. The school should plan to facilitate teaching and learning by an alternative method or alternative location.

Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website:

<http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>

Disruption to the distribution of examination papers

If the distribution of examination papers to centres in advance of examinations is disrupted:

- The awarding organisations to source alternative couriers for delivery of hard copies
- The awarding organisations would provide the school with electronic access to examination papers via a secure external network.
- Awarding organisations would fax Examination papers to centres if electronic transfer is not possible.
- The examinations officer must ensure that all copies are received, made and stored under secure conditions.

Exams officer is unable to administer the exam

The centre has two other members of staff the assistant head in charge of examinations and the attendance officer who have both received the relevant training in administering examinations. In the exams officers absence they would take on the responsibility of managing exams.

Candidates unable to take examinations because of crisis – centre remains open

If candidates are unable to attend examination to take examinations as normal. This contingency applies if Park Community School becomes closed due to extreme issues on the school site e.g. fire. The school can liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website

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

Possibilities include the Civic Hall, Local Parish Halls or a marquee. The school can offer candidates an opportunity to sit any examinations missed at the next available series.

The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. JCQ guidance on special consideration can be accessed through the JCQ website: www.jcq.org.uk/exams-office/access-arrangementsandspecialconsideration/regulations-and-guidance

Centres are unable to open as normal during the examination period

If Park Community School is unable to open as normal for scheduled examinations, it must inform each awarding organisation with which examinations are due to be taken as soon as is possible. The responsibility for deciding whether it is safe for the school to open lies with the head of centre. The Headteacher is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open:

- The school should open for examinations and examination candidates only if it is possible.
- The school should use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible). Possibilities include the Civic Hall, Local Parish Halls or a marquee.
- The school may offer candidates an opportunity to sit any examinations missed at the next available series
- The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

Disruption to the transportation of completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:

- The school will seek advice from awarding organisations and normal collection agency regarding collection.
- The school must not make arrangements for transportation without approval from awarding organisations.
- The school must ensure secure storage of completed examination scripts until collection.

Assessment evidence is not available to be marked

If due to large scale damage to, or destruction of, completed examination scripts/assessment evidence before it can be marked:

- The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- The candidates should retake affected assessment at subsequent assessment window.

Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking

If the examination boards scanning process is disrupted, resulting in a risk to the delivery of results by scheduled dates:

- The awarding organisations should implement their existing contingency plans

- for disruption to onscreen marking process
- The awarding organisations should revert to traditional form of marking

Markers unable to mark examination scripts according to marking schedules

If the examination board markers are unable to mark examination scripts resulting in a risk to the delivery of results by scheduled dates:

- The awarding organisations should re-allocate scripts to available markers
- The awarding organisations to recruit train or re-standardise qualified new markers and prioritisation of marking to be based on results dates.

Difficulty in meeting planned schedule or unable to issue results

Inability of awarding organisations (including the case of a single awarding organisation) to either meet planned schedule for issue of results, or to issue results as planned due to a systems failure.

If the awarding organisation(s) face delay in meeting the planned schedule for issuing results:

- The awarding body should establish priorities for processing results; implement existing contingency plans for disruption to the schedule for issuing results.

If awarding organisation(s) face difficulty in issuing results as planned due to a systems failure:

- in consultation with regulators, assess the level of disruption and consider alternative options for issuing results dependent upon the nature of the particular systems failure,
- the awarding organisations and regulators to liaise with relevant organisations (i.e. UCAS, CAO) regarding process of candidate progression to further and higher education.

Awarding organisation unable to issue accurate results

Due to system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate: The candidates, school and stakeholders will be informed of any incorrect results. The awarding organisations will re-validation results. The awarding organisations to re-issue results, via alternative format if necessary.

Centres are unable to distribute results as normal

If the school is unable to access or manage the distribution of results to candidates, or to facilitate a postal results services, the school should contact the awarding organisations about alternative options:

- The school will make arrangements to access its results at an alternative site.
- The school will make arrangements to coordinate access to post result services from an alternative site.
- The school will share facilities where possible.

Summary of school responsibilities in the event of disruption to examinations

- Preparing plans for any disruption to exams as part of centres' general emergency planning.
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.

- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

Appendix 2 - Controlled Assessment

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 TLRs to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)

Map overall resource management requirements for the academic 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.

TLRs

- Decide on the awarding body and specification for a particular GCSE/Entry Level
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

Teaching Staff

- Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body's 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 candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the

awarding body. Submit marks to the awarding body by the published deadline, 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.

Exams Office Staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Contact exam boards and enter pupils where needed.
- Download and distribute marksheets for teaching staff to use.
- In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.
- Arrange and send marks to be sent to exam boards in a timely manner, and organize for moderation samples to be sent off.

Special Educational Needs Coordinator

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Candidates

Candidates are responsible for signing a declaration that authenticates the internally assessed work as their own.

Controlled Assessments

Park Community School follows the guidelines set out by JCQ in the Instructions for Conducting Controlled Assessments.

There are 3 levels of control: High, Medium, Limited.

A different level of control may apply at each of the three stages:

- Task Setting
- Task Taking
- Task Marking

The task-taking stage may involve two sub-stages requiring different levels of control. For example, in science subjects, Research and Data Collection requires limited control and Evaluation requires high control.

This is set out by the qualifications regulators so there is consistency between the awarding bodies. This can take place at any time during the course but must be appropriate to the year in which the assessment is submitted to the awarding body.

Subject specifications will define the level of control and depending on this, controlled assessment may take place in the following places:

- In a normal timetabled lesson, or other defined session under supervised conditions;
- Entirely within the centre under supervision with controlled access to resources;
- Outside the centre and involve research with limited supervision.

Task Setting

All tasks, whether set by an awarding body or set by the centre, must be developed in line with the requirements of the specification.

Controlled assessment tasks may take many different forms and evidence may be appended to the candidate's final work by way of: printouts, copies of presentations, charts, photographs, letters, artefacts, videos, recordings or transcripts of interviews.

Where tasks are set by the awarding body, guidance will be provided to help teachers develop the task to best suit the centre, together with the needs of the students. This will help them to apply the marking criteria.

Specifications for the subject will explain the controlled assessment in detail and the teachers involved in the subject should ensure that students are clear on the assessment criteria. Any explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

Task Taking and Supervision

There are three levels of control that are used within controlled assessments. They are:

- High control – centres can select from a number of tasks set by the awarding body
- Medium control – centres can select from tasks set by awarding body or design their own task
- Limited control – centres design their own task

Supervision of the controlled assessments is affected by the level of control for each unit. For example, if the unit has a high control level, there must be direct supervision to complete tasks.

High Level of Control – Formal Supervision

If assessment is taking place in a teaching environment, any display work which might provide assistance must be covered or removed. Under high control candidates must:

- Be under direct supervision at all times
- Use only resources directed by the awarding body
- Not have access to email, the internet and mobile phones
- Complete all work independently
- Not communicate with other candidates
- Not be given assistance.

Medium Level of Control – Informal Supervision

The use of resources is more flexible and group work is normally permitted providing that any assessable outcomes can be attributed to individual candidates.

Candidates do not need to be under direct supervision at all times. However, teaching staff must ensure that:

- All candidates participate in the assessment
- Plagiarism does not take place
- Work can be authenticated
- Sources used by a candidate are clearly recorded
- Each candidate's preparation for the final production of the work is their own

Limited Level of Control – Limited Supervision

The requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom. Candidate can:

- Have unlimited access to resources
- Use the internet
- Work in a group

Task Marking, Presentation and Authentication

Work must be presented in the timely manner and in correct order of units. Work submitted may include printouts, photographs, videos etc as well as witness statements from supervising teachers to record what a candidate has demonstrated. If videos/photographs are taken, photo permission must be obtained from parents/carers.

Moderated or externally marked work should be typed or written on appropriate sized paper in a plain cover or folder. The cover or folder should contain the work and awarding body cover sheet and be clearly marked with the candidate's name and exam number, centre number, specification title and unit title.

All candidates are required to sign a declaration before submitting work to their teacher for final assessment confirming that the work is theirs alone and that any assistance given and sources used have been acknowledged. This is a statutory regulation and if candidates cannot confirm this a mark of zero should be recorded.

Awarding bodies will provide subject specific information on the security levels for controlled assessments through teachers' notes and guidance for each specification.

Materials will normally be made available to centres in one of the following ways:

- As electronic files to download from an awarding body's secure website
- In printed form in the post
- On a password protected CD

All assessment materials issued by an awarding body, including mark schemes must be kept secure throughout the assessment process.

Candidates' work including preparatory work for assessment must be stored securely

in a locked cabinet. Work produced over several sessions must be collected at the end of each session and stored securely, work produced electronically must be saved securely to ensure that it cannot be amended between sessions. Work stored on a memory stick should also be collected at the end of the session. Preparatory work should remain in secure storage until marks have been submitted to the awarding body.

Where there is a practical need, secure storage may be in a classroom, studio or workshop which is locked from the end of one session to the start of the next. Work that is not required for moderation purposes must be stored securely until all possible post-results services have been exhausted.

The Equality Act

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful, meaning that schools cannot discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

Park Community School will meet the Equality Act 2010 by ensuring that the exams centre is accessible to all.

Access Arrangements and Special Consideration

The SENCO will inform subject teachers of candidates who are embarking on a course leading to an exam, and the date of that exam. The SENCO/Exams Officer can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the current assessment Wide Range Achievement Test 4 (WRAT4). This is verified by the JCQ Form 8, completed by the SENCO.

Absence

Special consideration may be applied for if a candidate is long-term absence during the terminal exam series, when the assessment takes place and meets the published criteria.

A candidate may be eligible for special consideration if they meet the following:

- The whole qualification has been covered and the candidate has been fully prepared for the relevant controlled assessment unit/component.
- The candidate was unable to complete the relevant controlled assessment at the same time as their peers for an acceptable reason i.e. a temporary injury, illness or other indisposition.
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the controlled assessment in a subsequent supervised session, including the consideration of a short extension.
- The centre can clearly set out why the controlled assessment could not be completed in the terminal exam series by means of an agreed extension
- The candidate has completed at least 50% of the total assessment.
- The centre supports the application for special consideration

Awarding bodies will accept a reduced quantity of work as long as all of the following criteria are met:

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and all the assessment objectives have been covered at least once.

Loss of Work

Special consideration is only available for loss of work if it is the responsibility of the centre and not the candidate. The centre will need to verify that the work was completed or partially completed and had been monitored whilst it was in progress. Only the exams officer can apply for special consideration.

Awarding bodies

Once the exams officer is informed of the situation and receives all the relevant documentation they will forward a completed special consideration form to the relevant awarding body.

Malpractice

It is important that when controlled assessment is completed all rules and regulations are adhered to.

If while marking/standardising a teacher suspects a candidate of malpractice, they should inform the Assistant Head Teacher for exams and the Exams Officer.

If the candidate has not signed the authentication statement a teacher must record on the record form which work is not the candidate's own.

If the teacher identifies malpractice after the candidate has signed the authentication statement it is the responsibility of the Head of Centre to inform the relevant awarding body.

If an examiner or moderator identifies malpractice the awarding body will require the Head of Centre to conduct a full investigation and report the findings.

Once the candidate has signed the authentication statement and malpractice is found by the awarding body they will apply one of the following penalties:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that unit/component for that exam series
- The candidate will be disqualified from the whole subject for that exam series
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time.

Appeals against internal assessments

The Park community School is committed to ensuring that whenever its staff assesses students' work for external qualifications; this is done fairly, consistently and in accordance with the qualification specification. Candidates' work should be produced and authenticated according to the requirements of the awarding body.

Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. The main points are:

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
- Appeals should be made in writing to the Head of Centre who will investigate the appeal. The Head of Centre will appoint a member of the Senior Leadership Team to conduct the investigation.
- The member of staff conducting the investigation will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the series.
- The candidate will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of work and any changes made to improve matters in the future.
- A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.
- After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the arks awarded for internally assessed work. This is outside of the control of the school and is not covered by this appeal.

Results

Candidates will receive individual results slips on results day in person at the centre or alternatively if the candidate is unable to collect their results in person, the Exams Officer will post them out to their home address. Arrangements for the centre to be open on results day and the provision of staff is the responsibility of the Exams Officer.

If a result is queried, the exams officer, Assistant Head Teacher, or head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Appendix 3 - Non-examination Assessment Policy

What does this policy affect?

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

“The regulator’s definition of an examination is very narrow and 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’.”

[Definition taken directly from the 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

[[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

- Ensures that 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
- Where applicable, liaise with all relevant parties in relation to

arrangements for and conduct of the monitoring visit for GCSE (9-1)
Computer Science

Quality assurance (QA) lead/Lead internal verifier

- Confirms with Subject Leaders 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 leaders

- 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
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

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 or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- Signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* 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 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

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
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the 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
- 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 if allowed.
- 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 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 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 the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

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 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.

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- 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

Exams officer

- Arranges timetabling, rooming and invigilation where 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
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

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 enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Subject teacher

- Provides the attendance register to a Visiting Examiner

Task marking – internally assessed components

Marking and annotation

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 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
 - making final adjustments to marks prior to submission
 - retaining work and evidence of standardisation

Subject teacher

- after most marking has been completed, holds a standardisation meeting to make final adjustments
- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Subject leaders

- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)

Submission of marks and work for moderation

Subject teacher

- 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 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

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

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 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.)

Exams officer

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

External moderation - feedback

Subject leaders

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination 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](#)
- 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

Subject teacher

- 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
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

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

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 - 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](#)
- 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 - Teachers sharing assessment 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

Enquiries about results

Head of Centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Subject leaders

- Provides relevant support to subject teachers making decisions about enquiries about 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 an enquiry about results 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

Subject Leaders

- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- 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 the storage and submission of recordings

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

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

	<i>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 Leader
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>	Subject Leader /SLT
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>	Exams Officer and Subject Leader
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>	Exams Officer or Subject Leader
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>	Subject Leader
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</i>	Head of Centre after being made aware by Subject Leader

	<i>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>	SENCO and Exams officer
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 Candidate confirms/records advice and feedback given prior to starting on their work</i>	Subject Leader
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>	Subject Leader
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are</i>	Head of Centre

regulations and specification	<i>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>	Subject Teacher to inform Subject Leader and Exams Officer
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
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>	Subject Teacher
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>	Exams Officer
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>	Exams Officer
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</i>	Exams Officer and invigilator

	<p><i>and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	
<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	<p>Subject Teacher</p>
<p>Word and time limits</p>		
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p>	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	<p>Subject Teacher</p>
<p>Collaboration and group work</p>		
<p>Candidates have worked in groups where the awarding body specification states this is not permitted</p>	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Subject Teacher</p>
<p>Authentication procedures</p>		
<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</i></p>	<p>Subject teacher / Subject Leader and Exams Officer to inform Head of Centre</p>

	<p>assessments</p> <p>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</p> <p>Information for candidates: non-examination assessments</p> <p>The candidate's work is not accepted for assessment</p> <p>A mark of zero is recorded and submitted to the awarding body</p>	
Candidate does not sign their authentication statement/declaration	<p>Records confirm that candidates have been issued with the current JCQ document</p> <p>Information for candidates: non-examination assessments</p> <p>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document</p> <p>Information for candidates: non-examination assessments</p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment</p>	Subject Teacher
Subject teacher not available to sign authentication forms	<p>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</p>	Subject Leader
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>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</p>	Subject Teacher
Candidates work between formal supervised sessions is not securely stored	<p>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</p> <p>Regular monitoring ensures subject teacher use of appropriate secure storage</p>	Subject Teacher
Adequate secure storage not available to subject teacher	<p>Records confirm adequate/sufficient secure storage is available to subject teacher prior</p>	Subject Leader

	to the start of the course Alternative secure storage sourced where required	
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>	Exams Officer
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>	Exams Officer
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>	Subject Teacher
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>	Subject Teacher to raise with Exams Officer
The work of a candidate is lost or damaged	<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 lost or damaged work</i>	Subject Teacher informs Exams Officer
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</i>	Head of Centre and Exams Officer

	<i>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>	Head of Centre
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>	Subject Leader to inform Exams Officer
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>	Head of Centre
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>	Exams Officer

<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates 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>	<p>Subject Leader</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<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>	<p>Head of Centre and Exams Officer</p>
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	<p>Subject Leader</p>

Appendix 4 - Conflict of Interest

Background

The awarding bodies are required by the qualification regulators to ensure that any Conflict of Interest in relation to the design, delivery and awarding of examinations/assessments is identified, recorded and managed effectively. In turn, centres are required to take all reasonable steps to ensure that the awarding bodies are able to comply with this regulatory condition

Definition

In this context, a Conflict of Interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at your or any other centre. The term 'Related People' is used to cover close friends. A Conflict of Interest also occurs if any member of your centre's staff is entered for an examination/assessment.

Definition of 'Related People' are those with whom the member of staff has a close relationship. It would include spouses, children and siblings, but would also include close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., would count if the contact with that person was close and frequent.

Procedures

1 Identify staff

The exams officer will send out a nil return e-mail to all staff in the school and those associated with it to identify any conflicts of interest.

2 Staff declarations

Staff must declare whether they have 'Related People' entered for an examination/assessment at your or another centre, i.e. they declare an interest.

3 Record the conflicts

Where these staff declare an interest, record the steps you are taking to manage the risk represented by any Conflict of Interest. For example, this could include removing their access to your secure storage facility or ensuring they will not invigilate examinations in which 'Related People' are present. The records must identify the relevant member of staff, the name, relationship and, where necessary, the centre of the 'Related People' and the nature of any potential conflict. The records must also include the details of any staff entered for an examination/assessment and the steps you are taking to manage this Conflict of Interest. These arrangements must include ensuring they have no access to confidential material.

4 Inform awarding bodies about specific conflicts

Exams officer will inform all awarding organisation about conflicts of interest, a record of this is kept for inspection.