

# Examinations Policy



## King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: July 2023

Reviewed by Governors: July 2024

Next Review Due: July 2025

## **1. Introduction**

The purpose of this policy is to ensure:

- the planning and management of exams is conducted efficiently and in the best interests of candidates
- the operation of an efficient exam system with clear guidelines for all relevant staff
- a consistent and effective response in the event of major disruption to the examination system

It is the responsibility of everyone involved in the centres exam processes to read, understand and implement this policy which will be reviewed annually.

The policy will be reviewed by the Examinations Officer and the Senior Leadership Team (SLT).

## **2. Exam Responsibilities**

### **Head of Centre**

The Head of Centre has overall responsibility for the school as an examination centre. Specifically, they

- Ensure an Examinations Officer is appointed
- Have the responsibility for reporting all suspicions or actual incidents of malpractice, referring to the JCQ document 'Suspected malpractice policies and procedures.'
- Ensure knowledge of the JCQ General Regulations document is current
- Ensure that the school has an internal appeals procedure for centre assessed work, advising on any appeals and remarks

The Head of Centre cannot appoint themselves as Examinations Officer.

### **Examinations Officer**

The Examinations Officer is responsible for the administration of public and internal exams and the provision of exam results. They

- Advise the Senior Leadership Team, Subject Leaders and other relevant support staff on annual examination timetables and application procedures as set by the various exam boards
- Oversee the production and distribution of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines
- Ensure that candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them
- Consult with teaching staff to ensure that necessary controlled assessments/non-examination assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Receive, check and store securely all examination papers and completed scripts
- Administer access arrangements and makes applications for special consideration using the 'JCQ Access arrangements and special considerations' regulations and guidance relating to candidates who are eligible for adjustments in examinations
- Ensure examination rooms are set out to comply with the regulations as per the JCQ 'Instructions for the Conduct of Examination'
- Identify and manages examination timetable clashes
- Prepare seating plans for internal and external examinations
- Ensure all candidates have the necessary materials to enable them to complete their examinations
- Distribute the examinations papers and materials to the invigilation team
- Support the invigilation team in the examination room including checking for absentees

- Receive examination scripts at the end of each examination, check and pack them for posting.
- Organise the recruitment, training and monitoring of a team of examination invigilators who are responsible for the conduct of the examinations
- Track despatch and store returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arrange for the distribution of examination results and certificates to candidates and forward any appeals/remark requests to the exam boards
- Maintain systems and processes to support the timely entry of candidates for their examinations
- Account for income and outgoings relating to all exam costs/charges
- Ensure external validation of courses followed at KS4 and KS5
- Quality assure the examinations process

### **Subject Leaders**

- Provide guidance and have pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Be involved in post-results procedures
- Provide appropriate support for pupils using personalised advice and guidance
- Input electronic controlled assessment/non-examination assessment marks accurately
- Ensure controlled assessment/non-examination assessment declaration sheets are available for moderation
- Ensure candidates are informed of their centre assessed component/unit marks so that they are able to make an appeal prior to the awarding body's date for submitting marks and in line with the school's appeals calendar
- Ensure copies of marked assessment materials and the mark scheme or assessment criteria are made available to candidates, allowing 5 days for candidates to view these and decide whether they wish to appeal the marks they have been awarded.  
*N.B. Candidates must not be allowed access to original assessment material*
- Ensure controlled assessments/non-examination assessments are prepared and stored sufficiently and are ready for JCQ inspection
- Complete accurate 'entry' and all other mark sheets and adhere to deadlines as set by the Examinations Officer

### **Teachers**

- Submit candidate names to Subject Leaders
- Notify the Exam Access Arrangements and Specialist Assessor where it is considered that a candidate requires access arrangements as soon as possible after the start of the course
- Apply of access arrangements when completing NEA/non-examination assessments
- Submit NEA/non-examination assessment marks to Subject Leaders

### **Additional Learning Needs Coordinator (ALNCo)**

- Review and where necessary update the School Examination Policy and relevant guidance documents annually

- Oversight of access arrangements including
  - applications and preparing/storing evidence for inspection purposes
  - Identification and testing of candidates' requirements for access arrangements
- Liaison with the Exam Access Arrangements and Specialist Assessor to ensure additional support is provided wherever possible to help candidates, including those with access arrangements, to achieve their course aims

### **Exam Access Arrangements and Specialist Assessor**

- Conduct appropriate tests that meet JCQ requirements for access arrangements and reasonable adjustments
- Collate evidence for pupils and complete Form 8 paperwork (a legal document that is required by the JCQ to request specific access arrangements)
- Gather relevant evidence and liaise with teachers, parents/carers to agree appropriate access arrangements for pupils with ALN
- Apply for access arrangements using the online system, alongside the Examination Officer and within published timescales
- Communicate approved access arrangements and reasonable adjustments to the Examinations Officer and staff

### **Invigilators**

- Have up-to-date knowledge of, and conduct exams in accordance with, the JCQ Instructions for conducting examinations (ICE)
- Collect examination papers and other material from the Examinations Officer before the start of the exam
- Check the examination room is set up correctly with the necessary notices prominently displayed, identifying absentees, collecting mobile telephones and Smart Watches and distributing examination materials
- Check all candidate information to ensure correct access arrangements are applied
- Record and report required information during the exam
- Collect all examination papers in the correct order at the end of the examination and return them to the Examination Officer.

### **Candidates**

- Confirm and sign entry and any other relevant exam related information as required
- Ensure queries relating to entries, exam concessions, centre assessed component/NEA marks, are raised with Teachers/Subject Leaders/the Examinations Officer as early as possible and within the published timeframe
- Understand NEA/non-examination assessment regulations and sign a declaration authenticating work as their own
- Understand examination regulations

### **Administrative Staff**

- Help prepare exam papers where reasonable adjustments are required, e.g. coloured paper, enlarged font size
- Provide support by contacting absent pupils
- Post examination papers if required to do so

### **3. Exam seasons and timetables**

#### **3.1 Exam seasons**

External exams are scheduled in November, January and May to June. The timing of internal exams is decided by the Head of Centre and Subject Leaders. All internal exams are held under external exam conditions.

#### **3.2 Exam Timetables**

The Examinations Officer will circulate the timetables for external examinations once they are confirmed. Individual timetables will be sent to candidates via post, or SIMS InTouch, and general timetables are displayed on the school website.

### **4. Entries, Withdrawals, Re-sits and Examination Fees**

#### **4.1 Entries**

Candidates are selected for their examination entries by their Subject Teachers and Subject Leaders.

Candidates can request entries, tier changes or withdrawals but they must discuss these with their teachers. The Examinations Officer will only make entries/changes to entries that are provided by Subject Leaders.

The centre only accepts external candidates if they are pupils who have recently left King Henry 3-19 School requesting resits of examinations that they have already taken. (*See External Candidates below*).

#### **Late Entries**

Entry deadlines are circulated to all staff via email, internal post and the staff notice board. Late entries are authorised by the relevant Subject Leader and the Examinations Officer.

Late entry fees should be charged to the department where the late entry/amendment is caused by error or omission at department level.

#### **4.2 Withdrawal Procedure**

A candidate may be withdrawn from an examination if he/she has failed to complete the course requirements. Such a decision will only be made after discussions involving the pupil, Subject Leader, Deputy Headteacher and parent/carer. Once a decision to withdraw has been made, the pupil/parent/carer will be informed by the Subject Leader.

#### **4.3 Re-sits and Charging Policy**

All re-sit examination entries will be made as a result of discussions between the pupil, subject teacher and Subject Leader. Where re-sits are agreed, the school will in most cases make a charge for this. Pupils in the Sixth Form requesting retakes in Maths or English GCSE's will not be charged for this.

Payment will be required prior to the entries being sent to the Board(s). Absence from an examination caused by a pupil withdrawing themselves may incur a charge.

Taking a large number of resit examinations can detract from pupils making progress in new modules.

#### **4.4 Examination Fees**

GCSE examination entry fees are paid for by the centre. The initial entry for AS and A2 examinations are also paid for by the centre. Late entry or amendment fees are paid for by the Subject Department.

#### **External Candidates**

In support of the ethos of lifelong learning, the school will endeavour to accommodate external candidates who are known to the school. This will be wholly at the candidates own expense and only under conditions which are in no way prejudicial to the interests of existing King Henry VIII 3-19 School candidates. External

candidates may be required to arrange an interview with the Assistant Headteacher Post-16 and Curriculum, who will decide whether it is appropriate for the school to support them with their requested entries.

## **5. The Equality Act, Additional Learning Needs and Access Arrangements**

### **The Equality Act (EA)**

The Equality Act 2010 extends the application of the EA to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **Additional Learning Needs**

The School is mindful of the fact that some pupils have additional educational needs that impact on examinations. Subject Leaders and the Exam Access Arrangements and Specialist Assessor will co-ordinate the collection of all information relating to additional educational needs following the regulations and guidance set down by JCQ. Details of pupils entitled to special arrangements for examinations will then be forwarded to the Examinations Officer for processing, prior to the deadlines set by JCQ. Any special arrangements will also apply to NEAs.

Any relevant supporting information from parents/carers should be addressed for the Examinations Officer's attention.

### **Access Arrangements**

It is the responsibility of the Exam Access Arrangements and Specialist Assessor to

- Inform the Additional Learning Needs Co-ordinator (ALNCo) and Examinations Officer where specific arrangements need to be made for pupils to take the examinations
- Make applications (with the support of the Examinations Officer) to awarding bodies to allow pupils Access Arrangements in examinations
- Have on file the approval confirmation, relevant evidence and signed Data Protection notices for each application for inspections purposes
- Ensure rooming for pupils requiring access arrangements is arranged by the Examinations Officer

## **6. Managing Invigilators and Examinations Days**

### **Managing Invigilators**

External invigilators will be used for external examination supervision. The recruitment of invigilators is the responsibility of the Examinations Officer. The School Business Manager will secure the necessary Disclosure and Barring Service (DBS) clearance for new invigilators and arrange for the renewal of clearance for existing invigilators. Invigilators are timetabled and briefed by the Examinations Officer.

### **Examination Days**

The Examinations Officer will liaise with the Office Manager and other room users to book all examination rooms. The Site Team is responsible for setting up the allocated examination rooms using seating plans provided by the Examinations Officer. The invigilators start and finish the examinations in the main examination room in accordance with the JCQ guidelines. In smaller examination rooms, the allocated invigilator will be responsible for making the relevant announcements.

Subject staff may be present at the start of the examination to assist with the identification and settling of pupils. They may deal with any queries raised by pupils/invigilators with regards to tiers of entry and equipment needed, but they may not address the pupils, look at the examination papers or remove any materials from the examination room. In practical examinations subject teachers may be available in case of any technical difficulties.

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. All papers/secure documents must be returned to the Examinations Officer. Papers will be

distributed to Subject Leaders by the Examinations Officer. This will only be done after all sessions for the paper have been sat (there may be clashes/follow on examinations/hold overs) and all pupil scripts have been checked and securely packed.

## **7. Examination Contingency**

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.

The national examination timetable applies to GCSEs, AS Levels and A Levels.

### **Disruption of teaching time – centre is closed for an extended period**

Where there is disruption to teaching time and pupils miss teaching and learning the centre will ensure pupils are prepared as usual for examinations.

- In the case of modular courses, the centre may advise pupils to sit examinations in the next available series
- The centre will have plans in place to facilitate alternative methods of learning

### **Pupils unable to take examinations because of a crisis – centre remains open**

#### **Evacuation in the event of a fire**

See Fire Evacuation Procedure – Appendix 3 (Page 30)

In the event of pupils being unable to attend the centre to take examinations as normal, the centre will liaise with pupils 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.

- The centre will offer candidates the opportunity to sit any examinations missed at the next available series
- The centre will apply to the awarding organisations for special consideration for candidates where they have met the minimum requirements. JCQ guidance on special consideration can be accessed through the JCQ website.

### **Centre unable to open as normal during the examination period (e.g. snow days)**

If the centre is unable to open as normal for examinations, they will inform each awarding body with which examinations are due to be taken as soon as possible. As part of general planning for emergencies the centre will cover the impact on examinations. The Head of Centre will decide whether it is safe for the centre to open. The Headteacher will take advice or follow instructions from the relevant local agencies in deciding whether the centre is able to open.

- The centre will open for examinations and examination candidates only if possible
- The centre will use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use another public building if possible)
- The centre will offer candidates an opportunity to sit any examinations missed at the next available series
- The centre will apply to the 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 the normal collection arrangements for completed examination scripts the centre will seek advice from the awarding organisations and the collection agency. The centre will seek approval from the awarding bodies before making their own arrangements for transportation

- The centre will ensure secure storage of completed examination scripts until collection

### **Centre unable to distribute results as normal**

If the centre is unable to access or manage the distribution of results to candidates or to facilitate post results services the centre will contact the awarding organisations about alternative options, for example the centre will

- make arrangements to access its results at an alternative site
- make arrangements to co-ordinate access to post result services from an alternative site
- share facilities with other centres if this is possible

### **Examinations Officer absent at a critical stage of the examination cycle**

In the event of the Examinations Officer being absent at a critical stage of the examination cycle, in order to minimise risk to examination administration and avoid any adverse impact of the pupils the centre will:

- Refer to the Examination Policy and Contingency Plan (as maintained by the Examinations Officer and Deputy Headteacher)
- Consult with the Awarding Bodies when necessary

## **8. Candidates, Clash Candidates and Special Consideration**

### **Candidates**

The centres published rules on acceptable dress, behaviour and the 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 will be dealt with in accordance with the JCQ guidelines.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room. They must be accompanied by a member of staff.

The Examinations Officer or another member of staff will attempt to contact any candidate who is not present at the start of an examination. They will be dealt with in accordance with JCQ guidelines.

### **Clash Candidates**

The Examination Officer will be responsible for identifying escorts, a secure venue and arranging overnight supervision if necessary.

### **Special Consideration**

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma, or be taken ill during the examination itself, it is the candidate's responsibility to alert the invigilator or Examinations Officer to that effect.

It may be relevant for a special consideration application to be made, supported by appropriate evidence, for example a letter from the candidate's doctor. All requests will be made electronically by the Examinations Officer.

## **9. Controlled Assessment / Non-examination Assessment and Appeals**

### **Controlled Assessments and Non-examination Assessments (NEAs)**



Candidates who have to prepare controlled/non-examination assessments should do so by the deadlines issued by the school.

Subject Leaders will ensure that all controlled/non-examination assessments are ready for despatch at the correct time. School Reception will keep a record of what has been sent and to whom.

Marks for all internally assessed assessments are entered on the relevant awarding bodies secure websites by subject teachers/Subject Leaders. Where electronic input of marks is not available then teachers/Subject Leaders should ensure the relevant documents are completed and returned to the Examinations Officer in a timely fashion so that they can be sent to the moderator.

### **Reviews of marking – centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)**

Centres are required to have a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates must be informed of the mark given by their centre for a centre assessed component/unit. This applies to GCE, GCSE and Project qualifications. The appeals procedure is available from the Examinations Officer and must be available for inspection purposes. When considering appeals against internal assessments, Subject leaders and the Examinations Officer will use the *JCQ Notice to Centres: Informing candidates of their centre assessed marks* document as guidance.

This requirement is to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process. It is reflected in the regulators' Qualification Level Conditions and Requirements. Centres are required to use the internal standardisation process to ensure that all teachers are confident in correctly and accurately applying the marking standard. Exemplar material and any guidance provided by the awarding body should be used. This should help to prevent marking errors. It is for each centre to determine how a request for a review of marking is managed as internal deadlines set for marking, internal standardisation arrangements, staffing arrangements and resources will all be influencing factors.

Each Subject Department may be given discretion to apply the requirements in the most practical way. Centres must have a written internal appeals procedure relating to internal assessment decisions in all qualifications. Centres must publish and communicate clear deadlines for candidates to submit a request for a review of the mark before the date for submitting marks. In addition, the internal review process must be completed prior to an awarding body's date for submitting marks. Centres should allow at least five working days for candidates to study copies of materials and decide whether they wish to request a review of the mark awarded by the centre. Copies of the marked assessment materials and the mark scheme or assessment criteria should be made available to candidates. Candidates must not be allowed access to original assessment material, including artefacts, unless supervised.

The school will inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark, ruling out complaints regarding the quality of teaching as the review should focus on the quality of work submitted. Having reviewed the copies of materials made available to him/her/they, the candidate will need to clearly explain what he/she/they believe the issue to be. It will be made clear to the reviewer, the teacher and the candidate that no-one is permitted to alter the work after the internal assessor has provided a mark to the candidate. The reviewer will provide a reason for upholding or changing the mark awarded by the centre in the form of a brief annotation on the record form, showing the reviewer's breakdown of marks per Assessment Objective (AO) or section. The candidate will be informed in writing of the outcome of the review. It will also be logged and brought to the attention of the Head of Centre. A written record will be made available to the awarding body on request and the centre will inform the awarding body if it does not accept the outcome of a review.

Any candidates submitting later requests for a review must therefore be informed that they are out of time.

The main points are:

- Candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals must be made in writing to the Examinations Officer **by the published date**. The Headteacher will then nominate a senior member of staff to lead the enquiry into whether the process used conformed to the necessary requirements
- The findings will be formally reported back to the candidate. The Examinations Officer will be given a copy of the findings for inspection purposes.

**\*\* For Appeals against Internal Assessments Timeline, see Appendix 1**

**\*\* For the King Henry VIII 3-19 School Protocol: Reviews of marking – centre assessed marks see Appendix 2.**

## Results

Candidates will receive individual statements of results on results days in person at the centre and will also receive an email containing their results. If they wish to receive their results by telephone, they send a letter to the school to request this giving their contact details.

Arrangements for the school to be open on results days are made by the Head of Centre. The provision of staff on results days is the responsibility of the Headteacher/Deputy Headteacher.

## 10. Enquiries about Results (EARs) and Access to Scripts (ATS)

### EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out.

All relevant paperwork must be completed and handed to the Examinations Officer before any applications can be made.

There are fees associated with all EARs. If centre staff raise the enquiry the relevant department will be charged, if the candidate requests the EAR they will be charged. Fees will be advised prior to any applications being processed.

### ATS

After the release of results, candidates may ask subject staff to request the return of their papers, either to consider remarks or for revision purposes.

If scripts are required to help decide whether an EAR is appropriate for AS or A Level examinations a photocopy must be requested within one week of the results being published. After this time only, original scripts can be requested and further EARs cannot then be processed against that paper.

Only original GCSE scripts can be recalled and re-marks cannot be applied for once they have been requested.

Centre staff may request scripts for teaching purposes. Candidate consent must be obtained prior to scripts being recalled for this purpose.

All relevant paperwork must be completed and handed to the Examinations Officer before any applications can be made.

There are fees associated with recalling all scripts; the fees will be advised prior to any applications being processed.

Where candidates/parents request EARs or ATS the Examinations Officer will notify the Finance Department as soon as the application is processed. The Finance Department will then contact the pupil/parent and request immediate payment of the associated fees.

## **11. Certificates**

Certificates will be handed to pupils in person by The Examinations Officer and must be signed for.

If pupils have left the school, they can call in and collect and sign for their certificates once they are available. Notice that they are ready will be posted on the school website.

Certificates can only be collected on behalf of a pupil by a third party with the candidates consent.

All unclaimed certificates will be retained by the school for a minimum of 12 months from the date of their issue.

## **12. Controlled Assessment and Non-Examination assessments (NEAs)**

### **Outlining responsibilities – GCSE controlled assessment**

#### **Deputy Headteacher**

- Ensure that all staff involved have a calendar of events
- Create, publish and update a calendar of examinations and NEAs

#### **Examination Officer**

- 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 Subject leaders to schedule controlled assessments. *It is advisable that controlled assessments be spread throughout the academic years of key stage 4*
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of controlled assessments
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school, etc.)
  - Create, publish and update an internal appeals policy for controlled assessments (NEAs)

#### **Subject Leaders**

- Decide on the awarding body and specification for a particular GCSE
- Ensure that any changes to the scheduling of controlled assessments are communicated to pupils, and if substantial to parents/carers. Changes should be recorded in the schools online calendar; clashes should be identified
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements

#### **Teaching Staff**

- Understand and comply with the general guidelines contained in the *JCQ Instructions for conducting Coursework and Instructions for conducting non-examination assessments*

- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the Exam's 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 pupils as the specification allows
- Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exam's office to the awarding body when required, keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
- Ask the Exam Access Arrangements and Specialist Assessor for any assistance required for the administration and management of access arrangements.

#### **Examination Officer**

- Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- Enter pupils' 'cash-in' codes for the terminal exam series
- Where confidential materials are directly received by the exam's office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Examinations Officer

#### **Additional Learning Needs Co-ordinator (ALNCo)**

- Ensure access arrangements have been applied for
- Work with the Exam Access Arrangements and Specialist Assessor and teaching staff to ensure pupil requirements are met

### **13. Non-examination assessments: the basic principles**

#### **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

#### **How does JCQ monitor the management of non-examination assessments in centres?**

The JCQ requires each centre to have a Non-Examination Assessment (NEA) Policy in place:

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

A JCQ Centre Inspector will ask the Examinations Officer to confirm that such a policy is in place. The guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose. The policy will need to cover all types of non-examination assessment.

#### **Which GCE and GCSE specifications are affected?**

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

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

### **14. Managing non-examination assessments: task setting**

#### **Who is involved in task setting?**

Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.

Where the centre is responsible for task setting, centres may:

- select from a number of comparable tasks provided by the awarding body; or
- design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Where centres are responsible for task setting they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Centres must refer to the awarding body's specification.

It is permissible to give candidates a copy of the marking criteria. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

### **15. Managing non-examination assessments: issuing of tasks**

#### **When are awarding body set tasks issued to centres?**

You must consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres. Teachers must take care to distinguish between requirements/tasks for legacy Specifications and requirements/tasks for new specifications.

#### **What action should be taken if the wrong task is given to candidates?**

The centre must make arrangements for candidates to undertake the correct task. Awarding bodies will do all they can to protect candidates' interests but in some cases, it may not be possible to accept work based on

the wrong task. Centres should therefore, take great care to ensure that they issue the correct task to candidates.

## **16. Managing non-examination assessments: task taking**

### **Supervision**

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required.

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres must always check the subject-specific requirements issued by the awarding body.

The centre must ensure that:

- there is sufficient supervision of every candidate to enable work to be authenticated
- the work that an individual candidate submits for assessment is his/her own

Work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the candidate's own.

Candidates may normally:

- have unlimited access to electronic and printed resources
- use the internet without restriction
- work in groups

Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

Centres must ensure that candidates 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 – <http://www.jcq.org.uk/exams-office/information-forcandidates-documents>

In particular, centres must ensure that candidates:

- understand that information from published sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

### **Advice and feedback**

As appropriate to the subject and component, centres should advise candidates on aspects such as those listed below before work begins:

- sources of information
- relevance of materials/concepts
- structure of the response (for example, chapter titles and content)
- techniques of data collection
- techniques of data presentation
- skills of analysis and evaluation
- health and safety considerations, including the use of equipment

- potential ethical considerations
- security of their work

Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

### **What advice and feedback can I give to candidates during the task-taking stage?**

Unless specifically prohibited by the awarding body's specification you may

- review candidates' work and provide oral and written advice at a general level
- having provided advice at a general level, allow candidates to revise and re-draft work

General advice of this nature does not need to be recorded or taken into account when the work is marked. If you give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves
- intervene personally to improve the presentation or content of work

You **must** then record this assistance and either take it into account when marking the work or submit it to the external examiner.

Annotation should be used to explain how marks were applied in the context of the additional assistance given.

**You must not** provisionally assess work and then allow the candidate to revise it.

In all subjects you **must not** provide any type of assistance which is explicitly prohibited in the specification.

Assistance **must not** be given if there is no means to record it and to take account of it in the marking.

**Failure to follow this procedure constitutes malpractice.**

## **17. Resources**

### **What resources are allowed?**

In many subjects candidates will need to gather information from published sources when researching and planning their tasks.

Candidates normally have unrestricted access to resources. Centres must refer to the awarding body's specification and/or associated documentation.

### **Unless the awarding body's specification says otherwise, for all formally supervised sessions:**

- the use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes
- access to the internet is not permitted
- candidates are not allowed to bring their own computers or other electronic devices, e.g. mobile phones

### **Are candidates allowed to introduce new resources between formally supervised sessions?**

**No.** Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and **stored securely at the end of each session (and not accessible to candidates)**:

- the work to be assessed
- preparatory work

Additional precautions need to be taken if the centre permits candidates to use computers to store work. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to a specific area of the centre's IT network.

### **How should sources be acknowledged?**

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources.

Guidance is given in the JCQ document Information for candidates – non-examination assessments – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

### **Word and time limits**

Word limits as detailed in specifications and subject-specific documentation are for guidance only. Centres should refer to awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only centres should discourage candidates from exceeding them.

## **18. Collaboration and group work**

### **When is group work permitted?**

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.

Where the specification permits, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

### **Should all members of a group get the same mark?**

**No.** Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

### **How is credit apportioned to individual candidates?**

The centre is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

## **19. Authentication Process**

### **How is candidates' work authenticated?**

Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

### **Where required by the awarding body's specification, the following procedures apply.**

Candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers must sign a declaration of authentication after the work has been completed confirming that:

- the work is solely that of the candidate concerned
- the work was completed under the required conditions



- signed candidate declarations are kept on file.

Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.

#### **What if the teacher has doubts about the authenticity of the work?**

If you are unable to confirm that the work presented by a candidate is his/her own and has been completed under the required conditions:

- do not accept the candidate's work for assessment
- record a mark of zero for internally assessed work

If you are concerned that malpractice may have occurred, or if you are unable to authenticate work for any other reason, you must inform a member of the senior leadership team.

## **20. Presentation of work**

1. Allow candidates to word process written work. The regulations detailed in Section 8 of the JCQ document Instructions for conducting examinations do not apply to non-examination assessments
2. Instruct candidates to insert the following details on each page as a header or footer:
  - 5-digit centre number
  - candidate number
  - component code
3. Allow candidates to use the spell/grammar check when they are word processing
4. Encourage candidates submitting handwritten work to use black ink and write legibly
5. Submit word-processed or handwritten work on A4 paper unless the specification states otherwise
6. Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate
7. Consider insuring valuable or fragile materials against loss or damage. Awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit
8. Do not include items of real or sentimental value such as photographs or certificates
9. **Obtain 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**
10. Remove bulky covers and folders before work is sent for moderation or external marking
11. Ensure that each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work

## **21. Keeping material secure**

### **When is secure storage of candidates' work required?**

Where candidates are producing work over a period of time under formal supervision their work **must** be stored securely.

Once any work is handed in by the candidate for formal assessment it must be stored securely.

### **What constitutes secure storage?**

Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard.

Where candidates are producing artefacts (e.g. Art and Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

### **What constitutes secure storage of digital content?**

It is the centre's responsibility to keep the work that candidates have submitted securely.

Where work is stored electronically centres are required to restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy must be employed so that an up to date archive of candidates' evidence is maintained.

#### **Are teachers allowed to take work home to mark?**

Yes, provided that they take sensible precautions regarding its security.

#### **When can marked work be removed from secure storage?**

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post results services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal has been completed.

Centres must remind candidates 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. The JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet should be brought to the attention of candidates - <https://www.jcq.org.uk/exams-office/information-for-candidates-documents>

## **22. Non-examination assessments; task marking – externally assessed components**

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

The format of external assessment will vary according to the specification and the component.

Some components, for example, may have a visiting examiner. Other components will require candidates' work to be despatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.

Externally assessed components will be conducted within a window as specified by the awarding body.

### **Submission of work**

Centres **must** pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent. Failure to do so will impact upon an awarding body's ability to deliver an accurate set of results. The attendance register is a key part of the process of identifying candidates present for the assessment. A copy of the attendance register **must** be kept until the deadline for enquiries about results has passed.

Where candidates' work needs to be despatched to an examiner it must be sent by the date specified by the awarding body.

## **23. Non-examination assessments; task marking – internally assessed components**

### **Marking and annotation**

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria.

### **Annotate the work**

- Follow guidance in the relevant specification and associated subject-specific documents

- Provide evidence to support your marks. Identify the assessment criteria that have been met
- Be clear and unambiguous
- Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data
- Insert annotations at the appropriate point in the work - in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded

#### **Award marks**

- If some work was done in groups, award marks that reflect the contribution of each individual candidate
- If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given and document the details

#### **Complete documentation**

- Record the feedback and guidance that you have given
- Enter marks in the way specified by the relevant awarding body

#### **What is the correct procedure if a candidate submits little or no work?**

##### **Candidate submits no work whatsoever**

When marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero).

##### **Candidate submits very little work**

If some work has been produced, it must be assessed against the assessment criteria. The appropriate mark must be awarded. If none of the work submitted is worthy of credit, a mark of zero must be given.

#### **Is the centre required to tell candidates what marks they have been awarded?**

**Yes.** The centre must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body.

#### **What is the correct procedure for a candidate requesting a review of the centre's mark?**

**Any review must be undertaken before marks are submitted to the awarding body.** Sufficient time must be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline. The review must be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. The reviewer must ensure that the candidate's mark is consistent with the standard set by the centre.

Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process.

#### **What is the correct procedure where a teacher teaches his/her own child?**

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

## **24. Internal Standardisation**

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked. It is important that all teachers involved in the assessment of a component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place.

**The following sequence is an example of good practice.**

### ***Obtain reference materials at an early stage in the course***

- In the first year of a new specification, participate in awarding body training
- In subsequent years, obtain exemplar material provided by the awarding body and use your centre's own archive material

### **Hold a preliminary trial marking session prior to marking**

- Include all the teachers involved in assessment
- Compare standards through cross-marking a small sample of work
- Agree a common understanding of the assessment criteria

### **Carry out further trial marking at appropriate points during the marking period**

- Repeat the trial marking/cross-marking exercise
- Ensure that any discrepancies in marking are resolved

### **After most marking has been completed**

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation

### **Make final adjustments to marks prior to submission**

- If there are inconsistencies ensure that the teacher(s) concerned make(s) adjustments to their marks
- The teacher responsible for internal standardisation checks the new marks

### **Retain work and evidence of standardisation**

- Retain evidence that internal standardisation has been carried out
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later (see section 4.8, page 13)

## **25. Submission of marks and work for moderation**

1. Set internal deadlines that will allow your centre to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline
2. Follow the awarding body's instructions regarding the submission of marks. This is normally done electronically. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission
3. Submit supporting documentation required by the awarding body:
  - authentication of candidates' work
  - confirmation that internal standardisation has been undertaken
  - any subject-specific information

### **Is it possible to obtain an extension to the deadline for submission of marks?**

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body. The centre must contact the awarding body as soon as possible to request an extension.

The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

## **26. Storage and retention of work after submission of marks**

### **Moderation sample**

- Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made
- Moderators normally return work direct to centres but work submitted electronically is not returned

### **Marked work**

- Retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample
- Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings

### **Extracts and exemplar work**

- Awarding bodies will retain the work of some candidates for archive and standardisation purposes
- For information on copyright please see paragraphs 6.12 to 6.19 of the JCQ publication General Regulations for Approved Centres <http://www.jcq.org.uk/examsoffice/general-regulations>

## **27. External moderation – the process**

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

### **Sample selection**

- The awarding body (or moderator acting on its behalf) specifies the sample which will include work from across the range of attainment at the centre

It is the responsibility of centres to ensure that moderators receive the correct samples of work to review.

### **Sample submission**

- For most components, the centre submits a sample of work either to the moderator or directly to the awarding body, according to instructions
- For some components the moderator visits the centre to mark the sample of work

### **Sample assessment**

- The moderator assesses work in the sample using the published marking criteria

### **Mark comparison and adjustment**

- Moderator marks are compared with the centre marks for the sample of work
- The moderator may request some or all of the remaining work if he/she needs further evidence of the centre's marking
- If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks
- If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively) the awarding body may ask the centre to re-consider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made

## Feedback to centres

- The final moderated marks are issued to centres electronically when results are published
- Feedback forms are also issued to centres

## 28. External moderation – feedback

### What sort of feedback can we expect?

Feedback is intended to enable the centre to take remedial action, if necessary, before the next examination series. The feedback given is intended to be constructive, objective, supported by factor judgement, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the component.

Feedback will cover the following aspects:

#### Centre set tasks

- Were they appropriate?
- Was there adequate coverage of the assessment objective(s)

#### Centre assessments

- Were they accurate against the criteria and in relation to the agreed standard for the component?

#### Centre administration

- Was this satisfactory?

## 29. Access arrangements

Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and non-examination assessments.

**Centres must apply for access arrangements in advance of timetabled written examinations and non-examination assessments.**

### Special consideration

The JCQ document *A guide to the special consideration process* provides detailed information.

### Absence

If candidates are absent will they be eligible for special consideration?

#### Short-term occasional absence

- The candidate was unexpectedly absent for one or more formally supervised sessions
- Not eligible for special consideration. The candidate should be given an opportunity to make up the missed time

#### Absence on the day of an external examiner visit

- The candidate was absent for an acceptable reason on the day of an external examiner visiting
- May be eligible for special consideration. Advice must be sought from the awarding body at the time of the candidate's absence as to possible alternative assessment arrangements

#### Joined the course at a late stage

- The candidate was absent for some formally supervised sessions because he/she joined the course at a late stage

Not eligible for special consideration. The candidate should be given an opportunity to make up the missed time, if feasible.

### **Longer-term absence when work is being submitted in a series prior to certification**

*(Not applicable to linear specifications)*

- The candidate was absent for an acceptable reason when his/her peers undertook the assessment
- There will be another assessment opportunity prior to the series in which the candidate certifies

Not eligible for special consideration. The candidate should submit the assessment in a subsequent examination series.

### **Longer-term absence when work is to be submitted in the certification series**

- The candidate was absent for acceptable reasons when his/her peers undertook the assessment and was unable to complete the work at a later date
- As this is the candidate's certification series there will be no further assessment opportunity to complete the work.

May be eligible for special consideration provided the published criteria are met.

### **What are the criteria for a candidate who has been absent to be eligible for special consideration?**

- The candidate has covered the whole course and has been fully prepared for the relevant assessment
- The candidate was unable to complete the relevant assessment during the certification series at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time)
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension
- The centre can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension
- The candidate meets the published criteria for enhanced grading
- The centre supports the application for special consideration

### **Are there any circumstances in which the awarding body will accept a reduced quantity of work?**

Yes, provided that all 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 each required assessment objective has been covered at least once

### **Loss of work**

What are the criteria for a candidate, whose work has been lost, to be eligible for special consideration?

#### **Candidate responsible for loss**

- The loss is a consequence of negligence on the part of the candidate

Not eligible for special consideration.

#### **Centre responsible for loss**

- The loss is not a consequence of negligence on the part of the candidate
- The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress.

Eligible for special consideration.

## **What is the procedure for requesting special consideration for a candidate whose work has been lost?**

### **Obtain guidance**

Refer to the JCQ document *A guide to the special consideration process*.

Submit Form 15 – JCQ/LCW to the relevant awarding body - <http://www.jcq.org.uk/examsoffice/Forms>

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

### **If the work had been marked before it was lost or damaged**

Submit the mark in the usual way.

Submit Form 15 – JCQ/LCW to the moderator and the awarding body by the deadline for submission of marks. AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

### **If the work had not been marked before it was lost or damaged**

Submit an estimated mark on Form 15 – JCQ/LCW. Base the estimate on the teacher's assessment of the work actually seen. Do not attempt to estimate marks for work not seen.

AQA and OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

### **If only part of the work is lost**

Seek further guidance from the awarding body.

### **Malpractice**

Teachers must familiarise themselves with the JCQ document *Notice to Centres - Teachers sharing assessment material and candidates' work* - <http://www.jcq.org.uk/exams-office/non-examinationassessments>

This may help to mitigate against candidate and centre malpractice.

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* <http://www.jcq.org.uk/exams-office/malpractice>

Candidates must not:

- 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

Candidates are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material.

Candidates must not post their work on social media. They should be made aware of the JCQ document information for candidates – *Guidelines when referring to examinations/assessments through the Internet* -



<http://www.jcq.org.uk/exams-office/information-for-candidatesdocuments/information-for-candidates---social-media>.

Heads of centre and Senior Leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Teaching staff **must**:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- escalate and report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to the awarding body

**What should a centre do if it suspects malpractice?**

**Irregularities identified by the centre prior to the candidate signing the authentication statement (where required)**

- The centre should deal with the irregularity under its own internal procedures
- There is no requirement to report the irregularity to the awarding body. (The only exception to this is where the awarding body's confidential assessment material has been breached. The breach must be reported to the awarding body)
- Details of any work which is not the candidate's own must be recorded on the record form

**Irregularities identified by the centre subsequent to the candidate signing the authentication statement (where required)**

- The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1
- If malpractice is found the awarding body will apply a penalty

**Irregularities identified by an examiner or moderator subsequent to the candidate signing the authentication statement (where required)**

- The awarding body will ask the head of centre to conduct a full investigation and report his/her findings

**What penalty is applied when candidate malpractice has occurred?**

If a breach of the regulations on the part of the candidate is discovered after a candidate has signed the authentication statement, the awarding body will apply one of the following penalties:

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

**Enquiries about results services**

For detailed information on enquiries about results services you should refer to the JCQ document Post Results Services, Information and guidance for centres <http://www.jcq.org.uk/examsoffice/post-results-services>

The following post-results services may be requested.

Externally-assessed components

- Review of marking (Service 2)
- Priority Review of marking (Priority Service 2)

Internally-assessed components

- Review of moderation (Service 3)
- This service is not available if no adjustment was made to the centre's marks as a result of the original moderation

**A review of moderation is not available for an individual candidate.**

**What is the procedure for obtaining a review of moderation?**

**Initiate a review of moderation**

- Submit a request for Service 3 – Review of moderation
- The awarding body will provide details of where to send the sample where applicable

**Despatch moderation sample**

- The original moderation sample must be sent for review
- Where requested, the sample must be despatched within three working days of receiving confirmation from the awarding body that the request has been accepted

**Receive outcome of review**

- You will be notified of the outcome
- Feedback will normally be provided

**Why is the original moderation sample required?**

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. **It is not a re-moderation of candidates' work.**

The awarding body will have trained its reviewers to conduct reviews of moderation accurately and consistently. The sample of work submitted for review must have been stored securely. If there is evidence that work has been returned to candidates the enquiry will be cancelled.

**What will happen if the centre fails to despatch the sample within three working days?**

The outcome of the enquiry may be delayed or the enquiry may be cancelled.

### **30. Other issues**

**What happens if, after submission, it is discovered that the wrong task was given to candidates?**

The centre must submit an application for special consideration. Awarding bodies do all they can to protect candidates' interests but in some cases, it may not be possible to accept work based on the wrong task. Centres must therefore, take great care to ensure that they give candidates the correct task for the year of submission. See section 3, page 6 for further information.

**Can excluded pupils, distance pupils (see Appendix 3, page 42), private candidates and those who do not attend a centre for whatever reason do non-examination assessments?**

You should refer to the relevant specification and/or subject-specific guidance in the first instance. Where the specification is available to those outside of mainstream education, the centre which makes the entry/entries must arrange for supervision, authentication and marking as required.

**Can a non-examination assessment mark be carried forward when a candidate re-takes a qualification?**

Yes. When a candidate re-takes a qualification, which includes non-examination assessment he/she may carry forward (re-use) the mark for the non-examination assessment component. (This will be the final post-moderation mark in the case of internal assessment.)

However, where a qualification consists entirely of non-examination assessment, the candidate must re-take at least one component. Within the lifetime of the specification there is no restriction on the time between the original attempt and the re-take, or on the number of occasions on which a mark may be carried forward.

If a candidate has two or more previous non-examination assessment marks, the most recent non-absent mark will be used, even if this is a lower mark.

For candidates entered for unitised WJEC specifications the centre should contact the relevant awarding body for advice.

**What happens if a candidate moves to a different centre during the course?**

It may be possible to help candidates who move centres during the course. Possible solutions depend on the stage at which the move takes place. The relevant awarding body should be contacted at the earliest opportunity for advice about individual cases.

## Appendix 1 Appeals against Internal Assessments Timeline

### Key dates

Event	Date
School deadline for completion of internally assessed work.	End of April 2025.
Candidates informed by subject departments of marks awarded for centre assessed work (GCE, GCSE and Project Qualifications), following internal standardisation and moderation.	Minimum of 5 working days.
Window of opportunity to appeal marks awarded by subject department for internally assessed work by submitting a formal request for a review of the final mark/grade.  Copies of the marked assessment materials and the mark scheme or assessment criteria should be made available to candidates.	At least a fortnight before the published deadline for submission to the exam board.
Informing the candidate in writing of the outcome of any review of marks/grades awarded. Outcomes of the review will be logged and brought to the attention of the Head of Centre.	In writing as soon as the outcome of any review has been received.
Final deadline for submitting internally assessed grades to examining bodies.	Between 5 May – 11 June
AS and A level Results	15 August
AS and A level appeals window	15 August – 22 August
GCSE Results	22 August
GCSE Appeals Window	22 August – 26 September

## Appendix 2

### Reviews of marking – centre assessed marks

(GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

King Henry VIII 3-19 School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. King Henry VIII 3-19 School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. King Henry VIII 3-19 School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. King Henry VIII 3-19 School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. King Henry VIII 3-19 School will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
4. King Henry VIII 3-19 School will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision.
5. King Henry VIII 3-19 School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review.
6. King Henry VIII 3-19 School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
7. King Henry VIII 3-19 School will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
8. King Henry VIII 3-19 School] will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. King Henry VIII 3-19 School will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

## Appendix 3

### Fire Evacuation Procedures

1. The Fire Alarm Sounds
2. Pupils, staff and visitors evacuate to the designated fire assembly points. Pupils in exams put pens down and stay seated
3. Office Staff check fire panel for location of potential fire
4. First radio message: Office staff announce the location of the potential fire
5. Second radio message: Nearest SLT or Site Staff state "I will check" and state their name
6. Third radio message: Nearest SLT or Site Staff state "Fire", or "No Fire" to HT, or DHT
7. Fourth radio message: HT or DHT announces "Continue Evacuation", or "Cancel Evacuation". Evacuation is only cancelled in emergency situations. HT provides radio instruction to pupils in exam rooms – "Evacuate", or "Continue Exam"
8. Fifth radio message: Site Team/SBM to inform the leisure centre of the situation

**If there is no fire** the office staff stand down the fire brigade and the SBM/Site Team silence the control panel. The HT, or DHT, briefs the staff and pupils and initiate a safe return to the school buildings.

**If there is a fire** all remaining staff evacuate the building to the designated fire assembly point. The HT, or DHT, check all staff, pupils and visitors area counted for and present and then initiate the critical incident plan (evacuation procedures). The HT and DHT liaise with emergency services.