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**BROOK MEAD**  
ACADEMY

**NON-EXAMINATION ASSESSMENT POLICY**

## Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

|                       |                |
|-----------------------|----------------|
| <b>Version:</b>       | 1.1            |
| <b>Date created:</b>  | September 2024 |
| <b>Author:</b>        | Exams Manager  |
| <b>Ratified by:</b>   | Principal      |
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### Revision History:

| <b>Version:</b> | <b>Date:</b>   | <b>Author:</b> | <b>Summary of changes:</b>   |
|-----------------|----------------|----------------|--|
| 1.0             | September 2024 | Exams Manager  | New policy   |
| 1.1             | October 2025   | Vice Principal | Additions to the list of key staff involved<br>Additional actions based on experiences in the last 6 months which aim to tighten our internal process with Curriculum/Subject leader responsibility. |

### Key staff involved in the policy

| <b>Key staff involved in the policy- Senior leader(s) Role</b> | <b>Name(s)</b> |
|--|----------------|
| Head of Centre   | Rita Hindocha  |
| Principal  | Rita Hindocha  |
| Vice Principal, Curriculum and Assessment                      | Gemma Bartlett |
| Assistant Principal, Behaviour                                 | Holly Walker   |
| Assistant Principal, Safeguarding and Attendance               | Siobhan Evans  |
| Academy Manager  | Sajeda Macadam |
| Assistant Principal, Teaching and Learning                     | Daniel Hardy   |
| Assistant Principal, Personal Development                      | Jade Morgan    |
| ALS Lead/SENDCo  | Monal Pancholi |
| Exams Manager  | Saima Shah     |
| Assistant Principal, Achievement and Inclusion                 | Adam Glover    |
| Assistant SENDCo (Level 7 Qualified Assessor)                  | Sabeeqa Zamir  |

This policy is reviewed and updated annually to ensure that non-examination assessments at Brook Mead Academy are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

## Contents

|  |                                     |
|--|-------------------------------------|
| Key staff involved in the policy. ....   | <b>Error! Bookmark not defined.</b> |
| Introduction .....   | 5                                   |
| What does this policy affect?.....   | 5                                   |
| Purpose of the policy .....  | 5                                   |
| Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities..... | 5                                   |
| 1. The Basic Principles: Head of Centre.....   | 5                                   |
| <b>Curriculum and Subject Leaders</b> .....  | 6                                   |
| <b>Quality assurance (QA) lead/Lead internal verifier Role &amp; Responsibilities</b> .....                        | 7                                   |
| Subject Teacher Role & Responsibilities .....  | 7                                   |
| <b>Exams Officer</b> .....   | 7                                   |
| The Tasks.....   | 7                                   |
| <b>2. Task Setting - Subject Teacher</b> .....   | 8                                   |
| <b>Issuing of tasks - Subject Teacher</b> .....  | 8                                   |
| <b>3. Task taking - Subject Teacher</b> .....  | 8                                   |
| Supervision.....   | 8                                   |
| Advice and feedback .....  | 8                                   |
| Resources .....  | 8                                   |
| Word and time limits .....   | 9                                   |
| Collaboration and group work .....   | 9                                   |
| Authentication procedures .....  | 9                                   |
| Presentation of work .....   | 9                                   |
| Keeping materials secure.....  | 10                                  |
| <b>4. Task marking – externally assessed components.</b> .....   | 10                                  |
| Conduct of externally assessed work.....   | 10                                  |
| Submission of work.....  | 11                                  |
| <b>5. Task marking – internally assessed components.</b> .....   | 11                                  |
| Marking and annotation .....   | 11                                  |
| Internal standardisation.....  | 11                                  |
| Consortium arrangements.....   | 12                                  |
| Submission of marks and work for moderation .....  | 12                                  |
| Storage and retention of work after submission of marks .....  | 13                                  |
| External moderation – the process.....   | 13                                  |
| External moderation – feedback.....  | 13                                  |
| 6. Access arrangements and reasonable adjustments .....  | 14                                  |

|   |           |
|---|-----------|
| 7. Special consideration and loss of work.....  | 14        |
| Malpractice .....   | 14        |
| 9. Post-results services.....   | 16        |
| 10. Spoken Language Endorsement for GCSE English Language specifications designed for use in England..... | 16        |
| Management of issues and potential risks associated with non-examination assessments .....                | 6         |
| <b>Reviews of marking - centre assessed marks GCSE non-examination assessments.....</b>                   | <b>24</b> |

## Introduction

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, section 1)

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

## What does this policy affect?

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

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an awarding body.
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

[This publication is further referred to in this policy as NEA](#)

## Purpose of the policy

Brook Mead Academy (BMA) is committed to ensuring that the non-examined assessment process is fair to all students and conducted according to the JCQ regulations and awarding body subject specific rules. 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 for non-examination assessments.
- manage risks associated with non-examination assessments.
- The policy will cover all non-examination assessment. ([NEA](#), section 1)

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

### 1. The Basic Principles:

The Head of Centre and Vice Principal have overall responsibility:

- to return an online signed declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to the latest version of [NEA, confirming:](#)
  - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement.
  - (where relevant to the Centre) all reasonable steps have been or will be taken to ensure that all candidates at the Centre have had, or will have, the opportunity to undertake the (GCSE Sciences) prescribed practical activities.
- create, publish and update an internal appeals policy for non-examined assessments, which ensures the Centre's Internal Appeals Procedures clearly details 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.
- be accountable for the safe and secure conduct of non-examined assessments.
- ensure assessments comply with JCQ guidelines and awarding bodies subject specific instructions.
- At the start of the academic year, begin coordinating with Curriculum and Subject Leaders to schedule Non Examined Assessments. (It is advisable that non examined 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 non examined 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.
- ensures the Centre's Non-Examination Assessment Policy is fit for purpose and covers all types of non-examination assessment.
- work with the Exams Officer ensures any conflict of interest is declared to the awarding body.

### Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication Instructions for conducting non-examination assessments and awarding body subject-specific instructions.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

### Curriculum and Subject Leaders

The Curriculum / Subject Leader is responsible for ensuring that:

- assessments of non-examination assessments (NEA) (including endorsements) are correctly conducted and comply with JCQ guidelines and NEA awarding bodies subject specific instructions The assessment procedures, as outlined in the regulations published by the relevant examination boards, are properly implemented in practice.
- all teachers involved with non-examined assessments in the subject have read the JCQ NEA guidelines for that academic year. [Non-Examination Assessments - JCQ Joint Council for Qualifications](#)
- subject teachers understand their role and responsibilities within the non-examination assessment process.
- deadlines are clear, agreed with all teachers in the department, realistic, published (where possible) for students and their parent(s)/guardian(s) and shared with all relevant parties, e.g. teachers, tutors, etc.
- ensure that all staff involved have a calendar of events.
- all teacher feedback, throughout preparation, will refer to mark schemes and criteria.
- all staff in the department follow the procedures for subject teachers as outlined.

- In the event of the student's absence the Curriculum/Subject Leader should arrange time and rooming etc. for the student to take the non-examined assessment. In the case of extended absence, the Exams Officer should be consulted.
- standardise internally the marking of all teachers involved in assessing an internally assessed component.
- work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- liaise with other specialists in the trust to conduct moderations exercises

### Quality assurance (QA) lead/Lead internal verifier Role & Responsibilities

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

### Subject Teacher Role and Responsibilities

While the Curriculum / Subject Lead has overall responsibility, each teacher is responsible for the implementation of both internal and external assessment procedures relevant to the classes allocated to his/her timetable each year. Each teacher is responsible for implementing the departmental procedures for setting and managing non-examined assessments and:

- is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice ([Notice to Centres-teachers sharing non-examination work 2024 FINAL.pdf](#)).
- understands and complies with the general instructions as detailed in [NEA](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- marks internally assessed work to the criteria provided by the awarding body.
- ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries.

### Exams Officer

- Signposts the annually updated JCQ [NEA](#) publication to relevant centre staff.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.
- Works with the Curriculum/Subject Lead to ensure that the marks are entered correctly, all paperwork is correct and all necessary paperwork is uploaded in a timely manner.

### The Tasks

## 1. Task Setting - Subject Teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Ensure that quality assurance of the tasks is undertaken before sharing the task with candidates
- Makes candidates aware of the criteria used to assess their work.

## 2. 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 the correct task is issued to candidates.

## 3. Task taking - Subject Teacher

### Supervision

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.
- Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for Candidates' documents*.
- Ensures candidates:
  - understand that information from all sources must be referenced
  - receive guidance on setting out references
  - are aware that they must not plagiarise other material

### Advice and feedback

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

### Resources

- 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.

- Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications ([AI Use in Assessments: Your role in protecting the integrity of qualifications - JCQ Joint Council for Qualifications](#)) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator.
  - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- Ensures candidates understand that they are not allowed to introduce augmented 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**

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

### **Collaboration and group work**

- 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**

- Where required by the awarding body's specification:
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
  - signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

### **Presentation of work**

- 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.

- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements.

#### **Keeping materials secure**

- 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 and a duplicate copy is stored elsewhere.
- Follows secure storage instructions as defined in [NEA 4.8](#).
- Liaises with the IT Manager to restrict access to electronic folders
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted.
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series.
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line on social media or through any other means (Reminds candidates of the contents of the JCQ document *Information for Candidates – social media*)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions.
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required.

#### **IT Manager:**

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

## **4. Task marking – externally assessed components**

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

#### **Subject teacher**

- Proposes a timeline of assessment dates to the Exams Officer based on the scheme of work and teaching timeline.
- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for Conducting Examinations*.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

#### **Exams officer**

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification.
- Conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*.

## **Submission of work**

### **Subject teacher**

- Pays close attention to the completion of the attendance register
- Provides all scholar work to the Exams Officer by the internal deadline set.

### **Exams officer**

- Provides the attendance register to the subject teacher, where applicable.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly.
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body.
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Ensures that the package in which the work is despatched is robust and securely fastened.
- Despatches the work to the awarding body's instructions by the required deadline.

## **5. Task marking – internally assessed components.**

### **Marking and annotation**

#### **Head of Centre**

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample.

#### **Curriculum / Subject Leader**

- Sets timescales, in line with guidance provided by the Exams Officer, for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline.

#### **Subject teacher**

- Attends/accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed of the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

### **Internal standardisation**

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

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by:
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period
  - after most marking has been completed, holds a further meeting to make final adjustments.

- making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out.
- Ensures moderation within the trust takes place before submitting marks

### **Subject teacher**

- Indicates on work (or cover sheet) the date of marking.
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

## **Consortium arrangements**

### **Subject head/lead**

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

### **Subject teacher**

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

### **Exams officer**

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

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

### **Subject teacher**

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

### **Exams officer**

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline.
- Ensures that for postal moderation:
  - Work is dispatched in packaging provided by the awarding body.
  - Moderator label(s) provided by the awarding body are affixed to the packaging.
  - Proof of dispatch is obtained and kept on file until the successful issue of final results.
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- Through the subject teacher, submits any supporting documentation required by the awarding body.

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

#### **Subject teacher**

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

#### **Exams officer**

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

### **External moderation – the process**

#### **Subject teacher**

- Ensures that awarding body or its moderator receive the correct samples of candidates' work.
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work.
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking.

### **External moderation – feedback**

#### **Curriculum / Subject Leader**

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

#### **Exams officer**

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

## 6. Access arrangements and reasonable adjustments

### Subject teacher

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

### ALS Lead/ SENDCo

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

## 7. Special consideration and loss of work

### Subject teacher

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

### Exams officer

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

## 8. Disciplinary Procedures for Malpractice – refer to the Malpractice policy for further guidance.

Malpractice is defined as any attempt by students or member of staff to gain an unfair advantage in assessments. An allegation of malpractice may be made by a member of staff or a student.

### Malpractice

Malpractice may include though not be limited to:

- **Plagiarism** - Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

- **Falsifying or fabricating data** - Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.
- **Collusion** - Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.
- **Copying** - Copying is when one student copies work from another student, with or without the knowledge of the first student.
- **Personation** - Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work.
- Any other wilful deception in any element of an assessment

A student who aids and abets a fellow student to commit malpractice shall be deemed to have committed malpractice and will be dealt with accordingly.

### Head of Centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff.
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication [Suspected Malpractice: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

### Subject teacher

- Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice](#)
- [Ensures candidates understand what constitutes malpractice in non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre.

### Exams officer

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

### When a case of suspected malpractice has been identified:

- The member of staff will bring the matter to the attention of the Subject Leader who in turn must report the matter to the Principal for investigation. The Exams Officer will also be informed.
- The Principal will appoint an impartial member of staff to investigate the allegation. If, after investigation, the investigator is satisfied that no malpractice has taken place, no further action will be taken against the student or member of staff. All parties involved will receive a written report of the investigation.
- If it is found that malpractice has taken place Brook Mead Academy's full Malpractice Policy will be adhered to.

## 9. Post-results services

### Head of Centre

- Is familiar with the JCQ publication [Post-Results Services](#)
- Ensures the centre's *internal appeals procedures* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal.

### Subject head/lead

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

### Subject teacher

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

### 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.

## 10. Spoken Language Endorsement for GCSE English Language specifications designed for use in England.

### Head of Centre

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

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

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

### Curriculum / Subject Leader

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed.
- Ensures the required task setting and task taking instructions are followed by subject teachers.
- Ensures that subject teachers are trained to understand and consistently apply the common assessment criteria
- 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.
- Attends internal training led by Curriculum/Subject Leads on how to apply the common assessment criteria

- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings.

#### Exams officer

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

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

| Issue/Risk  | Centre actions to manage issue/mitigate risk   | Action by  |
|---|--|--|
| Centre staff malpractice  | <p><i>Records confirm that relevant centre staff are familiar with and follow:</i></p> <ul style="list-style-type: none"> <li>• <i>the current JCQ publication Instructions for conducting non-examination assessments</i></li> <li>• <i>the JCQ document Notice to Centres - Sharing NEA material and candidates' work - <a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">www.jcq.org.uk/exams-office/non-examination-assessments</a></i></li> </ul>  | The Senior Leadership Head of Centre team will take action if the risk has occurred because of actions/inactions by a member of the BMA staff. |
| Candidate malpractice   | <p><i>Records confirm that candidates are informed and understand they must not:</i></p> <ul style="list-style-type: none"> <li>• <i>submit work which is not their own</i></li> <li>• <i>make available their work to other candidates through any medium</i></li> <li>• <i>allow other candidates to have access to their own independently sourced material</i></li> <li>• <i>assist other candidates to produce work</i></li> <li>• <i>use books, the internet or other sources without acknowledgement or attribution</i></li> <li>• <i>submit work that has been word processed by a third party without acknowledgement</i></li> <li>• <i>include inappropriate, offensive, or obscene material</i></li> </ul> <p><i>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - <a href="http://www.jcq.org.uk/exams-office/information-for-candidates-documents">www.jcq.org.uk/exams-office/information-for-candidates-documents</a> and understand they must not post their work on social media</i></p> | Exams Officer<br>Subject teacher/Leader<br>Head of Centre  |
| <b>Task setting</b>   |  |  |
| Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online | <p><i>Awarding body key date for accessing/downloading set task noted prior to start of course.</i></p> <p><i>IT systems checked prior to key date.</i></p> <p><i>Alternative IT system used to gain access.</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>   | Subject Leader and or Exams Officer<br>IT Manager.   |
| Centre set task: Subject teacher fails to meet  | <i>Ensures that subject teachers access awarding body training information, practice materials etc.</i>  | Subject Leader<br>Exams Officer  |

| Issue/Risk   | Centre actions to manage issue/mitigate risk   | Action by                                  |
|--|--|--|
| the assessment criteria as detailed in the specification   | <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i><br><i>Samples assessment criteria in the centre set task</i>  |  |
| Candidates do not understand the marking criteria and what they need to do to gain credit  | <i>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.</i><br><i>Records confirm all candidates understand the marking criteria.</i><br><i>Candidates confirm/record they understand the marking criteria</i> | Subject Leader<br>Teacher                  |
| Subject teacher long term absence during the task setting stage  | <i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i>  | Subject leader<br>Head of Centre           |
| <b>Issuing of tasks</b>  |  |  |
| Awarding body set task not issued to candidates on time  | <i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course.</i><br><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i><br><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>                   | Teacher<br>Exams officer<br>Subject Leader |
| 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.</i><br><i>Awarding body guidance sought where this issue remains unresolved</i>  | Exams officer<br>Subject leader<br>teacher |
| 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<br>Head of Centre           |
| A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded | <i>Ensures the candidate's presentation does not form part of the sample which will be recorded.</i><br><i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample.</i>  | Subject Leader<br>Teacher<br>SENDCo        |
| <b>Task taking</b>   |  |  |
| <b>Supervision</b>   |  |  |
| Planned assessments clash with other centre or candidate activities  | <i>Assessment plan identified for the start of the course.</i><br><i>Assessment dates/periods included in centre wide calendar</i>   | Exams Officer<br>Subject Head              |
| Rooms or facilities inadequate for candidates to take tasks  | <i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course.</i><br><i>Staggered sessions arranged where IT facilities insufficient for number of candidates.</i>   | IT<br>Exams officer<br>Subject Leader      |

| Issue/Risk   | Centre actions to manage issue/mitigate risk   | Action by                                  |
|--|--|--|
| under appropriate supervision  | <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>  |  |
| Insufficient supervision of candidates to enable work to be authenticated                                      | <i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates.<br/>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>  | Subject Leader<br>Teacher                  |
| 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.<br/>An internal investigation and where appropriate internal disciplinary procedures are followed</i>   | Exams officer<br>Teacher<br>Subject Leader |
| 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>   | Exams Officer<br>Senco                     |
| <b>Advice and feedback</b>   |  |  |
| 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.<br/>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.<br/>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component.<br/>Candidate confirms/records advice and feedback given prior to starting on their work</i>          | Subject Leader<br>Teacher                  |
| 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.<br/>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.<br/>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component.<br/>Candidate confirms/records advice and feedback given during the task-taking stage</i> | Subject Leader<br>Teacher                  |
| A third-party claim that assistance was given to candidates by the subject teacher over and above that allowed | <i>An investigation is conducted; candidates and subject teacher are interviewed, and statements recorded where relevant.<br/>Records as detailed above are provided to confirm all assistance given.</i>  | Head of Centre<br>Head of Subject          |

| Issue/Risk   | Centre actions to manage issue/mitigate risk   | Action by                        |
|--|--|----------------------------------|
| in the regulations and specification   | <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>   |                                  |
| Candidate does not reference information from published source. & Candidate does not set out references as required. | <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>   | 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>  | 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>   | Head of Subject<br>Exams Officer |
| An excluded pupil wants to complete a 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<br>Subject Leader  |
| <b>Resources</b>   |  |                                  |
| A candidate augments notes and resources between formally supervised sessions  | <i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions. Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions. Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>  | IT<br>Exams officer              |
| A candidate fails to acknowledge sources on work that is submitted for assessment                                    | <i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources. Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledge sources appropriately. Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i> | Teacher<br><br>Exams officer     |
| <b>Word and time limits</b>  |  |                                  |
| A candidate is penalised by the awarding body for exceeding word or time limits                                      | <i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory. Where limits are for guidance only, candidates are discouraged from exceeding them. Candidates confirm/record any information provided to them on word or time limits is known and understood</i>   | Teacher                          |
| <b>Collaboration and group work</b>  |  |                                  |
| Candidates have worked in groups where   | <i>Records confirm the awarding body specification has been checked to determine if group work is permitted.</i>   |                                  |

| Issue/Risk   | Centre actions to manage issue/mitigate risk  | Action by                                |
|--|---|--|
| the awarding body specification states this is not permitted   | <i>Awarding body guidance sought where this issue remains unresolved</i>  | Teacher                                  |
| <b>Authentication procedures</b>   |   |  |
| A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment.<br><br>Candidate plagiarises other material. | <i>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work.<br/>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments.<br/>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments.<br/>The candidate's work is not accepted for assessment.<br/>A mark of zero is recorded and submitted to the awarding body</i> | Teacher<br>Exams officer- JCQ<br>NOTICES |
| Candidate does not sign their authentication statement/declaration   | <i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments.<br/>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments.<br/>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>   | Teacher<br>Exams Officer                 |
| Subject teacher not available to sign authentication forms   | <i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>   | Subject Leader<br>Exams Officer          |
| <b>Presentation of work</b>  |   |  |
| Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment                     | <i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>  | Teacher<br>Exams officer                 |
| <b>Keeping materials secure</b>  |   |  |
| Candidates work between formal supervised sessions is not securely stored  | <i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments.<br/>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i>  | Teacher<br>IT<br>Exams Officer           |
| Adequate secure storage not available to subject teacher   | <i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course.<br/>Alternative secure storage sourced where required</i>   | IT<br>Exams officer                      |
| Candidates work produced electronically is not securely stored   | <i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments.</i>  | Exams officer<br>IT<br>Head of Centre    |

| Issue/Risk  | Centre actions to manage issue/mitigate risk  | Action by                                  |
|---|---|--|
|   | <p><i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i></p> <ul style="list-style-type: none"> <li>• <i>access to this material is restricted (insert how)</i></li> <li>• <i>appropriate security safeguards are in place (insert names/types of protection)</i></li> <li>• <i>an effective back-up strategy is employed so that an up-to-date archive of candidates' evidence is maintained (insert details of how work is backed up)</i></li> <li>• <i>any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)</i></li> </ul> |  |
| <b>Task marking – externally assessed components</b>                              |   |  |
| 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>   | Teacher<br>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>  | Teacher<br>Exams Officer                   |
| <b>Task marking – internally assessed components</b>                              |   |  |
| 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.<br/>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>  | 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>   | SENDCO<br>Exams officer<br>Teacher         |
| The work of a candidate is lost or damaged  | <i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>   | Teacher<br>Subject Leader                  |
| Candidate malpractice is discovered   | <i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed.<br/>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed.<br/>Appropriate internal disciplinary procedures are also followed</i>  | Exams Officer<br>Subject Leader<br>Teacher |
| A teacher assesses the work of a candidate with whom they have a                  | <i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series.</i>  | Exams Officer                              |

| Issue/Risk   | Centre actions to manage issue/mitigate risk  | Action by                                  |
|--|---|--|
| close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) | <i>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</i>  | Subject leader<br>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.<br/>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<br>Head of Centre           |
| After submission of marks, it is discovered that the wrong task was given to candidates  | <i>Awarding body is contacted for guidance.<br/>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>  | Teacher<br>Exams Officer<br>Subject Leader |
| 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.<br/>Records confirm candidates have been informed of their marks.<br/>Candidates are informed that these marks are subject to change through the awarding body's moderation process.<br/>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.<br/>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> | Head of Centre<br>Exams Officer            |
| Deadline for submitting work for formal assessment not met by candidate  | <i>Records confirm deadlines given and understood by candidates at the start of the course.<br/>Candidates confirm/record deadlines known and understood.<br/>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.<br/>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>   | Subject Leader<br>Teacher                  |
| Deadline for submitting marks and samples of   | <i>Internal/external deadlines are published at the start of each academic year.</i>  | Subject Leader<br>Exams Officer            |

| Issue/Risk  | Centre actions to manage issue/mitigate risk   | Action by      |
|---|--|----------------|
| candidate's work ignored by subject teacher                 | <i>Reminders are issued through senior leaders/subject heads as deadlines approach.<br/>Records confirm deadlines known and understood by subject teachers.<br/>Where appropriate, internal disciplinary procedures are followed</i> |                |
| Subject teacher long term absence during the marking period | <i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i>  | Subject Leader |

- The Senior Leadership team are to ensure that all risks are minimised.
- If any of the above occurs, the person responsible for reducing the risk must report the matter to the Senior Management team and the Exams Officer. A register of all incidents will be kept by the Exams Officer.
- The Senior Leadership team will take action if the risk has occurred because of actions/inactions by a member of the Brook Mead Academy staff.
- It is the responsibility of the Exams Officer to notify the awarding bodies of any acts of malpractice or plagiarism after agreeing with the Head of Centre.
- Subject Leaders and teachers will set up electronic mark books which record the number of hours a student has completed and the final mark for the work.

## Reviews of marking - centre assessed marks GCSE non-examination assessments.

Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy 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. Brook Mead Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Brook Mead Academy 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 bodies 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.