

Birches Head Academy



12.31 Non-Examination Assessment

Policy Information:

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Approved by Principal:

Katie Dixon

Approved by Chair of Governors:

Roisin Maguire



Frank Field
Education Trust

Non-examination Assessment Policy

Policy/Procedure creator: Lynne Barnes

Policy/Procedure created/reviewed: 06/12/2022

Centre Name	Birches Head Academy
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Current policy reviewed by	Lynne Barnes
Current policy approved by	Head of Centre & Governors
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Key staff involved in the policy

Role	Name(s)
Exams officer	Lynne Barnes
Quality assurance lead/Lead internal verifier	Ellie Bunce
ALS lead/SENCo	Lynn Brammer
Senior leader(s)	Paula Phillips
Head of centre	Katie Dixon
Other staff members (if applicable)	Not Applicable

This policy is reviewed and updated annually to ensure that non-examination assessments at Birches Head 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**.

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).

Purpose of the policy

The purpose of this policy is to confirm that Birches Head Academy adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

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

1. The basic principles

Head of centre role and responsibilities:

- Returns a 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 **Instructions for conducting non-examination assessments**, 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 (A Level Sciences) prescribed practical activities
- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **Internal Appeals Procedure** clearly details the process 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

Additional responsibilities:

Not applicable.

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

Additional responsibilities:

Not applicable.

QA lead/Lead Internal verifier role and responsibilities:

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

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Work with the QA lead/Lead Internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply 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
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure 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

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ publication **Instructions for conducting non-examination assessments** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Additional responsibilities:

Not applicable.

2. Task setting

Subject teacher role and responsibilities:

- Select 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
- Make candidates aware of the criteria used to assess their work

Additional responsibilities:

Not applicable.

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Additional responsibilities:

Not applicable.

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that 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, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Additional responsibilities:

Not applicable.

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise 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, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

Not applicable.

Resources

Subject teacher role and responsibilities:

- Refer 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
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure 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
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Not applicable.

Word and time limits

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable.

Collaboration and group work

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable.

Authentication procedures

Subject teacher role and responsibilities:

- Where required by the awarding body's specification:
 - ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - sign the teacher declaration of authentication confirming the requirements have been met
- Keep 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
- Provide 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, follow the authentication procedures and malpractice information in the JCQ publications **Instructions for conducting non-examination assessments** and inform a member of the senior leadership team
- Understand 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

Additional responsibilities:

Not applicable.

Presentation of work

Subject teacher role and responsibilities:

- 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
- Instruct candidates to present work as detailed in the JCQ publication **Instructions for conducting non-examination assessments** unless the awarding body's specification gives different subject-specific instructions
- Instruct 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

Additional responsibilities:

Not Applicable

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**
- Take sensible precautions when work is taken home for marking
- Store 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, return 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, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT 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

Additional responsibilities:

Not applicable.

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider 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

Additional responsibilities:

Not applicable.

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise 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 the JCQ publication **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

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

Additional responsibilities:

Not applicable.

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure 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
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

Not applicable.

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

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

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate 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

- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure 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

Additional responsibilities:

Not applicable.

Internal standardisation

QA lead/Lead Internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure 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
- Retain evidence that internal standardisation has been carried out

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep 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

Additional responsibilities:

Not applicable.

Consortium arrangements

Subject lead role and responsibilities:

Not applicable.

Subject teacher role and responsibilities:

Not applicable.

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Not applicable.

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit 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
- Ensure 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
- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable.

Exams officer/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure 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
- Ensure 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, submit any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable.

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take 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, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

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

Additional role and responsibilities:

Not applicable.

External moderation - the process

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable.

External moderation - feedback

Subject lead role and responsibilities:

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

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

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

Additional responsibilities:

Not applicable.

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

Not applicable.

ALS lead/SENCo role and responsibilities:

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

Additional responsibilities:

Not applicable.

7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand 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
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Refer 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
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW (lost work)** and where applicable submits to the relevant awarding body

Additional responsibilities:

Not applicable.

8. Malpractice

Head of centre role and responsibilities:

- Understand 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**
- 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 and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document **Information for candidates - non-examination assessments**
- Ensure candidates understand the JCQ document **Information for candidates - Social Media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- Signpost the JCQ publication **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Additional responsibilities:

Not applicable.

9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ publication **Post-Results Services**
- Ensure the centre's **Internal Appeals Procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

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

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available

- Provide 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

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

- 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...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure 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

Additional responsibilities:

Not applicable.

10. Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Head of centre role and responsibilities:

Not applicable.

QA lead/Lead internal verifier role and responsibilities:

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

Additional responsibilities:

Not applicable.

Subject lead role and responsibilities:

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

Additional responsibilities:

Not applicable.

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes

- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction or Not Classified**) and the storage and submission of recordings

Additional responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

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

Additional responsibilities:

Not applicable.

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

Head of centre role and responsibilities:

Not applicable.

QA lead/Lead internal verifier role and responsibilities:

Not applicable.

Subject lead role and responsibilities:

Not applicable.

Subject teacher role and responsibilities:

Not applicable.

Exams office/officer role and responsibilities:

Not applicable.

11. Private candidates

Subject lead role and responsibilities:

Not applicable.

12. Qualification/Subject specific additional information

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

Not applicable.

CHANGES 2022/23

(Changed) Under **Authentication procedures**: Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (To)
Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (**Electronic signatures are acceptable**)

(Added) Under **Presentation of work**: new bullet point to be agreed/disagreed by selecting 'Edit'

(Changed) For clarity under **Malpractice**: Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, Invigilators or other administrative staff (To) Understand the responsibility to **immediately** report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates **or centre staff**

(Added) New bullet point to be agreed/disagreed by selecting 'Edit'

CENTRE-SPECIFIC CHANGES

Not applicable

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	<ul style="list-style-type: none"> Records confirm that relevant centre staff are familiar with and follow: the current JCQ publication Instructions for conducting non-examination assessments the JCQ document Notice to Centres - Sharing NEA material and candidates' work 	Head of Centre
Candidate malpractice	<ul style="list-style-type: none"> Records confirm that candidates are informed and understand they 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 Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - and understand they must not post their work on social media 	Subject Teacher
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<ul style="list-style-type: none"> Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details 	Subject Teacher
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<ul style="list-style-type: none"> Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task 	Head of Department and/or Centre

Issue/Risk	Centre actions to manage Issue/mitigate risk	Action by
Candidates do not understand the marking criteria and what they need to do to gain credit	<ul style="list-style-type: none"> A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates <p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>	Subject Teacher
Subject teacher long term absence during the task setting stage	<ul style="list-style-type: none"> See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle) 	Not Applicable
Issuing of tasks		
Awarding body set task not issued to candidates on time	<ul style="list-style-type: none"> Awarding body key date for accessing set task as detailed in the specification noted prior to start of course <p>Course Information issued to candidates contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	Subject Teacher
The wrong task is given to candidates	<ul style="list-style-type: none"> Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates <p>Awarding body guidance sought where this issue remains unresolved</p>	Subject Teacher
Subject teacher long term absence during the issuing of tasks stage	<ul style="list-style-type: none"> See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle) 	Not Applicable
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<ul style="list-style-type: none"> Ensures the candidate's presentation does not form part of the sample which will be recorded <p>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</p>	Head of Centre
Task taking		
Supervision		

Issue/Risk	Centre actions to manage Issue/mitigate risk	Action by
Planned assessments clash with other centre or candidate activities	<ul style="list-style-type: none"> Assessment plan Identified for the start of the course <p>Assessment dates/periods Included in centre wide calendar</p>	Subject Teacher
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<ul style="list-style-type: none"> Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course <p>Staggered sessions arranged where IT facilities insufficient for number of candidates</p> <p>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</p>	Subject Teacher
Insufficient supervision of candidates to enable work to be authenticated	<ul style="list-style-type: none"> Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates <p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's Non-examination Assessment Policy</p>	Head of Department or Centre
A candidate is suspected of malpractice prior to submitting their work for assessment	<ul style="list-style-type: none"> Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (Malpractice section) are followed <p>An Internal Investigation and where appropriate Internal disciplinary procedures are followed</p>	Head of Centre
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<ul style="list-style-type: none"> 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 	Exam Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<ul style="list-style-type: none"> Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work</p>	Head of Centre

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<ul style="list-style-type: none"> 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 procedure <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage</p>	Head of Centre
A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<ul style="list-style-type: none"> An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant <p>Records as detailed above are provided to confirm all assistance given</p> <p>Where appropriate, a suspected malpractice report is submitted to the awarding body</p>	Head of Centre
Candidate does not reference information from published source	<ul style="list-style-type: none"> Candidate is advised at a general level to reference information before work is submitted for formal assessment <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	Subject Teacher
Candidate does not set out references as required	<ul style="list-style-type: none"> Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment <p>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</p> <p>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	Subject Teacher
Candidate joins the course late after formally supervised task taking has started	<ul style="list-style-type: none"> A separate supervised session(s) is arranged for the candidate to catch up 	Subject Teacher
Candidate moves to another centre during the course	<ul style="list-style-type: none"> Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place 	Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
An excluded pupil wants to complete his/her non-examination assessment(s)	<ul style="list-style-type: none"> The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education <p>If so, arrangements for supervision, authentication and marking are made separately for the candidate</p>	Head of Centre
Resources		
A candidate augments notes and resources between formally supervised sessions	<ul style="list-style-type: none"> Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions <p>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</p> <p>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</p>	Head of Centre
A candidate fails to acknowledge sources on work that is submitted for assessment	<ul style="list-style-type: none"> 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 <p>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</p> <p>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</p>	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<ul style="list-style-type: none"> Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory <p>Where limits are for guidance only, candidates are discouraged from exceeding them</p> <p>Candidates confirm/record any information provided to them on word or time limits is known and understood</p>	Subject Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<ul style="list-style-type: none"> Records confirm the awarding body specification has been checked to determine if group work is permitted <p>Awarding body guidance sought where this issue remains unresolved</p>	Head of Centre

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<ul style="list-style-type: none"> Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work <p>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</p> <p>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</p> <p>The candidate's work is not accepted for assessment</p> <p>A mark of zero is recorded and submitted to the awarding body</p>	Head of Centre
Candidate does not sign their authentication statement/declaration	<ul style="list-style-type: none"> Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments <p>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</p> <p>Declaration is checked for signature before accepting the work of a candidate for formal assessment</p>	Subject Teacher
Subject teacher not available to sign authentication forms	<ul style="list-style-type: none"> Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures 	Exam Officer
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<ul style="list-style-type: none"> Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment 	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<ul style="list-style-type: none"> Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments <p>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</p>	Head of Centre

Issue/Risk	Centre actions to manage Issue/mitigate risk	Action by
Adequate secure storage not available to subject teacher	<ul style="list-style-type: none"> Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course <p>Alternative secure storage sourced where required</p>	Head of Centre
Candidates work produced electronically is not securely stored	<ul style="list-style-type: none"> Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments <p>Internal processes and regular monitoring/Internal audit by IT Manager ensures:</p> <p>access to this material is restricted</p> <p>appropriate security safeguards are in place</p> <p>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained</p> <p>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</p> <p>Additional details:</p> <p>Not Applicable</p>	Head of Centre
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<ul style="list-style-type: none"> Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate <p>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</p>	Not Applicable
A candidate is absent on the day of the examiner visit for an unacceptable reason	<ul style="list-style-type: none"> The candidate is marked absent on the attendance register 	Not Applicable
Task marking – internally assessed components		
A candidate submits little or no work	<ul style="list-style-type: none"> Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body <p>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</p>	Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
A candidate is unable to finish their work for unforeseen reason	<ul style="list-style-type: none"> Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work 	Subject Teacher
The work of a candidate is lost or damaged	<ul style="list-style-type: none"> 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 	Not Applicable
Candidate malpractice is discovered	<ul style="list-style-type: none"> Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed <p>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p>	Head of Centre
A teacher assesses the work of a candidate with whom they have a 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)	<ul style="list-style-type: none"> A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series <p>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</p>	Head of Centre
An extension to the deadline for submission of marks is required for a legitimate reason	<ul style="list-style-type: none"> Awarding body is contacted to determine if an extension can be granted <p>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</p>	Subject Teacher
After submission of marks, it is discovered that the wrong task was given to candidates	<ul style="list-style-type: none"> Awarding body is contacted for guidance <p>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</p>	Subject Teacher

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<ul style="list-style-type: none"> • Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>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</p> <p>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</p>	<p>Not Applicable</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<ul style="list-style-type: none"> • Records confirm deadlines given and understood by candidates at the start of the course <p>Candidates confirm/record deadlines known and understood</p> <p>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</p> <p>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</p>	<p>Not Applicable</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<ul style="list-style-type: none"> • Internal/external deadlines are published at the start of each academic year <p>Reminders are issued through senior leaders/subject heads as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	<p>Not Applicable</p>
<p>Subject teacher long term absence during the marking period</p>	<ul style="list-style-type: none"> • See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle) 	<p>Not Applicable</p>

Policy/Procedure creator: Lynne Barnes

Policy/Procedure created/reviewed: 06/12/2022

Centre Name	Birches Head Academy
Centre Number	30455
Date policy first created	13/10/2020
Current policy approved by	Head of Centre & Governors
Current policy reviewed by	Lynne Barnes
Date of next review	20/10/2023

Key staff involved in the policy

Role	Name
ALS lead/SENCo	Lynn Brammer
Exams officer	Lynne Barnes
Senior leader(s)	Katie Dixon
IT manager	Dave Tyson
Other staff (if applicable)	Not Applicable

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

References in this policy to AA and ICE relate to/are directly taken from the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at Birches Head Academy:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENCOs must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AA 4.2.3)
- The Additional Learning Support lead/SENCO must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before his/her first examination. (AA 4.2.7)

Purpose of the policy

This policy details how Birches Head Academy complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 (Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The criteria Birches Head Academy uses to award and allocate word processors for examinations and assessments

- The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions

EXCEPTIONS

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

Birches Head Academy will:

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to candidates where appropriate to their needs (AA 5.8.4)

For example, a candidate with:

- a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

(This list is not exhaustive)

- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Birches Head Academy will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Additionally the use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Other centre specific information relating to the use of a word processor:

Not applicable

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated as follows:

With other access arrangement students. This may be in the general room or may be a separate room depending on numbers.

In compliance with the regulations, Birches Head Academy:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised

throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- Instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Birches Head Academy will ensure the word processor:

(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

Birches Head Academy will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam has ended

Birches Head Academy will ensure:

(ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his/her own
- a word processed script is attached to any answer booklet which contains some of the answers

- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

Birches Head Academy:

- may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body (ICE 14.27)

Other centre specific information relating to arrangements at the time of the assessment:

Not Applicable

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the ALS lead/SENCo and the exams officer

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE

Other centre specific information relating to allocating the use of a word processor:

Not Applicable

CHANGES 2022/2023

(Removed) **Statement** at the end of the document as this is no longer a requirement in JCQ regulations (**Access Arrangements and Reasonable Adjustments**, section 5.8). Re-ordered the content previously contained within the statement to meet the changed requirement in section 5.8 which now states: A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection.

Under **Arrangements at the time of the assessment for the use of a word processor**: (under ICE 14.25)

(Removed) Is not connected to an Intranet or any other means of communication

(Changed) does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. (To) does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets

(Added) does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader

Under **Printing the script after the exam has ended**:

(Changed) ICE reference against - where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) to (ICE 14.26)

(Added) The change in ICE - ... may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

CENTRE-SPECIFIC CHANGES

Not Applicable



Internal Appeals Procedure (Internal assessment decisions)

Policy/Procedure creator: Lynne Barnes

Policy/Procedure created/reviewed: 06/12/2022

Centre Name	Birches Head Academy
Centre Number	30455
Date procedure first created	20/10/2020
Current procedure reviewed by	Lynne Barnes
Current procedure approved by	Head of Centre and Governors
Date of next review	20/10/2023

Key staff involved in the procedure

Role	Name(s)
Head of centre	Katie Dixon
Senior leader(s)	Paula Phillips
Exams officer	Lynne Barnes
Other staff (if applicable)	Not Applicable

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre assessed marks) at Birches Head Academy are managed in accordance with current requirements and regulations in the JCQ publications **General Regulations for Approved Centres (GR 5.7)**, **Instructions for conducting non-examination assessments (ICNEA 6.1)**. This procedure is informed by the JCQ publications **Reviews of marking (centre assessed marks) suggested template for centres** and **Notice to Centres - Informing candidates of their centre assessed marks**.

Introduction

Certain qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Birches Head Academy and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

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 centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

The qualifications delivered at Birches Head Academy containing components of non-examination assessment/units of coursework are:

GCSE, OCR Cambridge Nationals, Pearson BTEC vocational and WJEC vocational

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Birches Head Academy for dealing with candidate appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Birches Head Academy will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity
- A commitment 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
- On being informed of their centre assessed mark(s), if candidates believe that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking

Additional centre-specific principles:

Not applicable

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Birches Head 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
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate (for some marked assessment materials, such as art work and recordings, inform the candidate that the originals will be shared under supervised conditions) within the period of time as specified (see **Deadlines** below)
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)

Require candidates to make requests for a review of centre marking by completing an internal appeals form

- 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 (see **Deadlines** below)
- 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
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

Not applicable.

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 5 working days.
- The deadline to request a review of marking must be made within 5 working days. of the candidate receiving copies of the requested materials
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 20 working days., all before the awarding body's deadline for the submission of mark

CHANGES 2022/2023

(Changed) Under **Procedure for appealing internal assessment decisions:**

...inform the candidate that these will be shared under supervised conditions) within the specified time period (To) ...inform the candidate that **the originals** will be shared under supervised conditions) within the specified time period (see Deadlines below)

Where a number of subject teachers are involved in marking candidates' work... (To) Where **more than one subject teacher/tutor is involved** in marking candidates' work...

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 and has no personal interest in the review (To) 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**

CENTRE-SPECIFIC CHANGES

Not Applicable



Internal Appeals Procedure (Reviews of Results and Appeals)

Policy/Procedure creator: Lynne Barnes

Policy/Procedure created/reviewed: 06/12/2022

Centre Name	Birches Head Academy
Centre Number	30455
Date procedure first created	20/10/2020
Current procedure reviewed by	Lynne Barnes
Current procedure approved by	Head of Centre and Governors
Date of next review	20/10/2023

Key staff involved in the procedure

Role	Name
Exams officer	Lynne Barnes
Senior leader(s)	Paula Phillips
Head of centre	Katie Dixon
Other staff (if applicable)	Not Applicable

This procedure is reviewed and updated annually to ensure that appeals against any decision at Birches Head Academy not to support a request for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ publication **General Regulations for Approved Centres**.

Introduction

Following the Issue of results, awarding bodies make post-results services available (see below for details of how these are managed at Birches Head Academy)

If teaching staff at Birches Head Academy or a candidate (or his/her parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Birches Head Academy for dealing with candidate appeals relating to any centre decision not to support a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an online application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At Birches Head Academy:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

Candidates are made aware/informed by the student handbook issued in the Autumn term details the post-result service process. These details are confirmed with their statement of entries and again with their results.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the exams officer with the entry statement and again with the results statement.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Birches Head Academy will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc., when made available by the awarding body, to determine if the concern may be justified

For **written** components that contributed to the final grade, Birches Head Academy will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking

In all other instances:

- Consider accessing the script by:
 - (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
 - (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access the script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

Additional centre-specific actions:

Not applicable.

For **moderated** components that contributed to the final grade Birches Head Academy will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample

Additional centre-specific actions:

Not applicable.

Candidate consent

Birches Head Academy will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Additional centre-specific actions:

Not Applicable.

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, Birches Head Academy will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

Additional centre-specific actions:

Not Applicable.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing an internal appeals form, at least 5 working days

prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the internal deadline for submitting a Review of Results..

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre at Birches Head Academy remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Additional centre-specific information:

Not Applicable.

CHANGES 2022/2023

(Changed) Under **Purpose of the procedure**:

...disagrees with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal. (To) ...disagrees with a centre decision not to support an **online application** for a clerical re-check, a review of marking, a review of moderation or an appeal.

(Changed) Under **Post-results services**:

Candidates are made aware of the arrangements for post-results services and the availability of senior members of centre staff immediately after the publication of results, before they sit any examinations (To) Candidates are made aware of the arrangements for post-results services **prior to the issue of results**

(Added bullet point) Under **Post-results services**:

Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

CENTRE-SPECIFIC CHANGES

Not Applicable