



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



Non-Examination Assessment Policy

(in accordance with JCQ regulations/guidance)

2022 - 2023

To be reviewed annually by the Senior Leadership Team and Examinations Officer, and every 3 years by Governors (*next review: summer 2024*)

History of Document

Issue No	Author/Owner	Date Reviewed	Comments
Issue 1 for '22-23	NHu	September 2022	Examinations Officer Pg7 – secure storage of NEA coursework until dispatch to exam boards
Issue 2 for '22-23	CSc	October 2022	Addition of ASDAN specific information Pg 11
Issue 3 for '22-23	NHu	May 2023	Appeals deadline updated pg 21 & 22



Debenham High School



A Church of England High Performing Specialist Academy

Contents

1. What does the policy affect?
2. What is a Non-Examination Assessments (NEA)?
3. Roles & Responsibilities
4. Task Setting
5. Task Taking
6. Task Marking – externally assessed components
7. Task Marking – internally assessed components
8. Access Arrangements and Special Consideration
9. Malpractice
10. Enquiries about results
11. ASDAN
12. Spoken Language Endorsement for GCSE English Language specifications designed for use in England
13. Management of issues and potential risks associated with Non-Examination Assessments
14. Appeals against internal assessment marks

1) What does this policy affect?

This policy affects the delivery of all reformed GCSE qualifications that have one or more **non-examination** component in their subject specification, which contribute/s to the main qualification grade.

2) Definition

“A Non-Examination Assessment (NEA) measures subject-specific knowledge and skills that cannot be tested by timed written papers. Non-Examination Assessment applies control over internal assessment at three points:

- Task setting
- Task taking
- Task marking”

3) Staff Roles and Responsibilities

Head of Centre:

- To be familiar with the instructions for conducting Non-Examination Assessment as set out by the Joint Council for Qualifications (JCQ).
- Responsible to relevant GCSE awarding bodies to ensure that all Non-Examination Assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting Non-Examination Assessment and other related JCQ documents.
- To be familiar with general instructions relating to Non-Examination Assessment from each relevant GCSE awarding body.
- In collaboration with Heads of Department, to submit Non-Examination Assessment marks to the relevant awarding body, dispatch candidates’ assessments for moderation and to make the appropriate arrangements for the security of the Non-Examination Assessment materials.

Head of Subject:

- To be familiar with JCQ instructions for conducting Non-Examination Assessment.
- To understand and comply with specific instructions relating to Non-Examination Assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to Non-Examination Assessment.
- Ensure that subject teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are **stored securely at all times**.
- To undertake appropriate departmental standardisation of Non-Examination Assessments
- In collaboration with the Examinations Officer, to submit Non-Examination Assessment marks to the relevant awarding body, dispatch candidates’ assessments for moderation and to make the appropriate arrangements for the security of the Non-Examination Assessment materials.

SENCO

- To be familiar with JCQ instructions for conducting Non-Examination Assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

Subject Teachers

- Supervise assessments, undertaking the tasks required under the regulations
- Only assist students as per specification rules.

- Ensure that authentication forms are signed by students and supervising teacher(s) on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Submit marks, via the Head of Subject and through the examinations office, to the awarding body when required, keeping a record of the marks awarded.
- Take part in appropriate departmental standardisation of Non-Examination Assessments (NEAs)
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Discuss any assistance required for the administration and management of access arrangements with the SENCO and the Examinations Officer.

4) Task Setting

Subject teacher

- Selects tasks from the list provided by the awarding body or designs tasks (where this is permitted) using the criteria set out in the subject specification
- Must ensure that students understand the assessment criteria for any given assessment task.

Task Issuing

Subject teacher

- Must consult the relevant awarding body's specification to determine when set tasks are to be issued
- Identifies the date(s) when tasks should be taken by students
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Must ensure that the correct task is issued.

5) Task Taking

In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone & Warning to Candidates* posters are not required.

Supervision

Subject teachers

- Students **do not** need to be directly supervised at all times but there **must** be sufficient supervision of every candidate to enable their work to be authenticated and to ensure that the work they submit is their own.
- Must check the subject requirements issued by the awarding body and be aware that there may be different levels of control for the use of resources, including the internet.
- Where students work in groups, a record must be kept of each student's work.
- Need to make the students aware of, and ensure that they comply to, the regulations for Non-Examination Assessments as set out by JCQ: https://www.jcq.org.uk/wp-content/uploads/2020/09/IFC-NE_Assessments_FINAL.pdf
- Must ensure that students are aware that their work needs to be correctly referenced
- Must provide guidance on the setting out references and remind students that plagiarism is unacceptable.

Advice and Feedback**Subject teacher**

- Before students begin working on a task, subject teachers may advise them on aspects relevant to the subject/component such as; sources of information, relevance of materials/concepts, techniques of data collection and presentation, health and safety and potential ethical considerations before candidates begin working on a task.
- May provide general feedback to students and allow them to revise and re-draft work (unless prohibited by the subject specification).
- **Must not** provide model answers or writing frames specific to the task nor assess the work, allowing the student to then revise it.
- **Must** keep a record any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner.
- **Must not** provide any type of assistance which is explicitly prohibited in the subject specification
- **No** assistance may be given unless it can be recorded and be reflected in the marking (failure to follow this procedure constitutes malpractice).

Resources**Subject teacher**

- Must refer to the awarding body's specification and/or associated documentation to determine which resources can and cannot be accessed by students when planning and researching their tasks.
- Must ensure that conditions for any formally supervised sessions are known and put in place and that they are understood and followed by the students.
- Must make students aware that they are not allowed to introduce improved notes and/or new resources between formally supervised sessions.
- Must ensure that candidates keep a detailed record of their own research, planning and resources.

Word and time limits**Subject teacher**

- Must refer to the awarding body's specification to determine where word and time limits apply/are mandatory.
- Need to discourage students from exceeding the word limits set.

Collaboration and group work**Subject teacher**

- May allow students to collaborate when carrying out research and preparatory work unless stated otherwise in the awarding body's specification.
- Must ensure that it is possible to attribute assessable outcomes to individual candidates.
- Must ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment, describing in their own words how they obtained the data and they must draw up their own conclusions.
- Must assess the work of each student **individually**.

Authentication procedures

Subject teacher

- Must be sufficiently familiar with the candidate's general standard of work in order to judge whether the piece of work submitted is within his/her capabilities.
- Where required by the specification, the subject teacher must:
 - Ensure that all students sign a declaration confirming the work they submit for final assessment is their own work.
 - Sign the teacher declaration of authentication confirming the requirements have been met.
 - Must keep all signed student declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
 - Must provide signed student declarations where these may be requested by a JCQ Centre Inspector.
 - Must follow the authentication procedures and malpractice information in the [NEA](#) and informs the examinations officer where there is doubt about the authenticity of the work of a student or if malpractice is suspected.

Presentation of work

Subject teacher

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

Keeping materials secure

Subject teacher

- Must be aware of the levels of control of the specification with regards to the use of resources, including the internet.
- Ensures that work produced over a period of time is securely stored between sessions (if more than one session).
- Must securely store work once submitted by student for final assessment:
 - Hard copies in a securely locked cabinet or cupboard
 - Artefacts in a classroom, studio or workshop that is locked or supervised
 - Digital content to be saved in an area with restricted access, with the appropriate security in place (firewall and virus scanning software)
- Must take sensible precautions when work is taken home for marking.
- Must store internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre.
- Must remind students to keep their work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- Must liaise with the IT Manager to ensure that the appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager

- Must ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

6) Task marking – externally assessed components**Conduct of externally assessed work****Head of Subject**

- Must liaise with the Examinations Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Must liaise with the Visiting Examiner to any externally assessed component (where applicable).

Examinations Officer

- Arranges timetabling, invigilation and rooming (where applicable) to any externally assessed non-examination component of a specification.
- Ensures that the externally assessed component is conducted within the window specified by the awarding body.
- Ensures that the externally assessed component is conducted according to the JCQ publication *Instructions for conducting examinations*.

SEN Administrator

- Arranges invigilation for students with access arrangements.

Submission of work**Head of Subject**

- Must provide the attendance register to a Visiting Examiner.
- Packages the work as required by the awarding body and attaches the examiner address label (obtained from the Examinations Officer) before giving the work to the Examinations Officer for despatch.

Examinations officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Ensures that the completed attendance register accompanies work that needs to be despatched to an awarding body's examiner.
- Retains a copy of the attendance register until after the deadline for enquiries about results for the examination series.
- Dispatches the work provided by the Head of Subject to the relevant awarding body by the required deadline. Stores materials securely before dispatch and follows all protocols and procedures for the safe transit of the materials, keeping records of dispatch as necessary and following all appropriate examination board procedures should any issues arise with dispatch and/or delivery.

7) Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks students' work in accordance with the marking criteria provided by the awarding body.
- Annotates students' 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 students of their marks and reminds them that they could be subject to change by the awarding body moderation process.
- Ensures that student are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

Head of Centre

- Ensures that the internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

Head of Subject

- Oversees the internal standardisation process

Subject teacher

- Must indicate on the students' work (or cover sheet) the date of marking.
- Must mark to common standards.

Submission of marks and work for moderation

Subject teacher

- Must input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded and informing the Examinations Officer once done.

Head of Subject

- Must ensure that checks are made before marks are submitted to avoid transcription errors.
- Provides the Examinations Officer with the samples of students' work requested by the awarding body moderator before the deadline.
- Ensures the moderator is provided with authentication of students' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Examinations officer

- Must submit the requested samples of students' work to the moderator by the awarding body deadline, keeping a record of the work submitted.
- Must confirm with subject teacher that the moderation sample has been submitted to the awarding body deadline, ensuring that:
 - all postal moderation coursework is dispatched in the packaging provided by the awarding body
 - the correct 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) must ensure that the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Storage and retention of work after submission of marks

Subject teacher

- Must keep a record of names and candidate numbers for students whose work was included in the moderation sample.
- Must retain all marked work (including any samples returned after moderation) under secure conditions and until after the deadline for enquiries about results.
- Must take steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Must retain evidence of work even when retention may be a problem (e.g. photos of artefacts).

Head of Subject

- Must ensure that a record is kept of names and candidate numbers for students whose work was included in the moderation sample.
- Must ensure that all marked work (including any samples returned after moderation) is retained under secure conditions and until after the deadline for enquiries about results.
- Must ensure that steps are taken to protect any work stored electronically from corruption and has a back-up procedure in place.
- Must ensure that evidence of work is retained even when retention may be a problem (e.g. photos of artefacts).

Examinations officer

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

External moderation - feedback

Head of Subject

- Must check the moderator reports and ensure that any remedial action, if necessary, is undertaken before the next examination series.

Examinations officer

- (Once available) downloads and distributes the moderator reports to relevant members of staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

8) Access arrangements & Special Consideration

Subject teacher

- Works with the SENCO to ensure that any access arrangements for eligible students are applied to assessments.
- Understands that a student may be eligible for special consideration in assessments in certain situations where:

- the student is absent
- the student produces a reduced quantity of work
- the student's work has been lost through no fault of the student
- Liaises with the Examinations Officer when special consideration may need to be applied for a candidate taking assessments.

Special Educational Needs Coordinator (SENCO)

- Must follow the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#).
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, must ensure that access arrangements are in place and awarding body approval (where required) has been obtained prior to assessments taking place.
- Must make the subject teachers aware of any access arrangements for eligible students which need to be applied to assessments.
- Must work with the subject teachers to ensure requirements for access arrangement students requiring the support of a facilitator in assessments are met.
- Must ensure that staff acting as an access arrangement facilitator are fully trained in their role(s).

Examinations 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.
- Must keep required evidence on file to support the application.

9) Malpractice

Head of Centre

- Must understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving students, teachers, invigilators or other administrative staff.
- Must be familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#).

Subject teacher

- Must be aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Must ensure that students understand the JCQ document [Information for candidates - Non-Examination Assessments](#)
- Must ensure that students understand the JCQ document [Information for candidates - Social Media](#)

Examinations officer

- Makes the Head of Centre aware of the JCQ publication [*Suspected Malpractice in Examinations and Assessments: Policies and Procedures*](#) and highlights any changes to the previous publication.
- Makes the Heads of Subject the JCQ [*Notice to Centres - Teachers sharing assessment material and candidates' work*](#)
- Makes students aware of the relevant JCQ Information for Candidates documents.
- Supports the Head of Centre in investigating and reporting incidents of suspected malpractice (where required).

10) Enquiries about results**Head of Centre**

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by students (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

Heads of Subject

- Provide relevant support to subject teachers making decisions about enquiries about results.

Subject teacher & Senior Leadership Team

- Provide advice and guidance to students on their results and the post-results services available.
- Supports the examinations officer in collecting candidate consent where required.

Examinations officer

- Must be 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 for centres*](#)
- Must provide relevant centre staff and students to post-results services information.
- Must ensure that any requests for post-results services that are available to Non-Examination Assessments are submitted online via the awarding body secure extranet site by the deadline.
- Must collect signed student consent forms where required
- Must check the awarding body extranet sites regularly to ensure that students are advised of their post-results queries as soon as they are made available.

11) Additional information re: ASDAN courses**Staff Recruitment, Induction and Development**

- Staff are recruited using the guidance of Suffolk County Council and the Safer Recruitment guidelines, SLT are trained in the Safer Recruitment processes.
- Staff at Debenham High School responsible for leading and teaching ASDAN qualifications will have had the appropriate training and will keep their training up to date. Staff will receive additional cascade training from the ASDAN Coordinator as appropriate.
- Staffing for 2022/23: Head of Centre: Simon Martin; Lead Internal Moderator: Lorraine Keeble; Examinations Officer (with responsibility for candidate registrations and certification): Nadine Hughes;

Qualification Co-ordinators: Simon Martin and Cheryl Schmidt; Qualification Assessors: Simon Martin, Cheryl Schmidt and Annie Hunter.

Statement on Candidate Support separate to SEN support and Access Arrangements

Initial assessment and suitability of students for the ASDAN programme will be undertaken with students as part of Year 9 options counselling with SLT and pastoral support/contact with parents and carers. Induction to the course(s) will be in Year 9. Advice and guidance will be given as part of the options counselling, options evening, progress evenings, pastoral support programmes and contact with parents and carers.

Credit transfer, exemption and recognition of prior learning will be considered on an individual basis in accordance with ASDAN rules and regulations.

Candidate's progress will be monitored by the qualification assessors and co-ordinators and will be reported on to parents through the school reporting system.

Conflict of Interest

As a centre, we will comply with and uphold the ASDAN organisation's Conflict of Interest Policy. We will take all reasonable steps to support this policy in relation to conflict of interest, in order that regulatory conditions are met, and in order that there is no detrimental impact on standards of, or public confidence in, quality assurance and awarding.

In particular in relation to assessment and internal moderation it is important that, as part of the centre approval process we will:

- Declare our awareness of the potential for a conflict of interest, and take reasonable steps to ensure that the assessment of a learner is not undertaken by any person who has a personal interest in the result of the assessment (eg where student is family or friend of assessor).
- All centres are required to report such conflicts of interest in order that ASDAN can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person.

Where there is a perceived conflict of interest, the following procedure will apply in order to avoid adverse effects:

- a) We will report perceived conflict of interest, at the earliest opportunity, to ASDAN, using the [Declaration of Conflict of Interest form](#).
- b) Identified conflict of interest is investigated by Compliance Manager, or designated QA Manager. This will vary according to the nature of the perceived conflict.
- c) The individual(s) involved in the conflict will be contacted to provide further details, along with any independent "witnesses", and an assessment is made of the situation, in particular any actions that need to be taken to mitigate the adverse effects that might occur.
- d) Where assessment or moderation has been carried out by someone who has a personal interest in the result, additional allocation of resources will be made to provide independent assessment and/or moderation, in order that adverse effects are mitigated.
- e) A full record of the investigation and decisions will be made and kept, and a report provided to the centre
- f) Where adverse effects are thought to have occurred, the regulators will be informed at the earliest opportunity.

Internal Moderation

It is the responsibility of all staff involved in the delivery and administration of ASDAN courses to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the ASDAN organisation.

Staff will ensure that:

- internal moderation practices are valid and reliable, regular and timely (two moderation periods per year, January and April) and will cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions

The centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures.

In the first instance, feedback on ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN award.

Following each round of internal moderation, a review meeting may be held by the head of faculty, and feedback will be given to tutors and assessors, and to candidates where necessary.

After external moderation has taken place, a review meeting will be held with the Lead Internal Moderator and Qualification Assessors. Feedback will be given to tutors and assessors and an action plan will be put in place to further develop practice and address any issues arising.

ASDAN Specific Malpractice and Maladministration

Definition of malpractice and maladministration

Malpractice is any illegal or unethical activity or practice that deliberately breaches regulations, or might compromise quality assurance or control, or undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification, or could otherwise compromise the reputation of ASDAN, the centre, or the wider qualifications community

Candidate Malpractice could be plagiarism of any kind; collusion or copying of another candidate's work; assuming the identity of another person for the purposes of assessment; providing false information in relation to exemption from assessment.

Staff Malpractice could be contravention of, or continued failure to meet centre approval, or any of ASDAN's administration or quality assurance requirements; providing improper assistance to candidates in the production of work for assessment; allowing evidence which is known by the staff member not to be the candidate's own to be included; or making claims for certification prior to the candidate completing all the requirements of the assessment.

Awarding organisation malpractice could be the failure of an ASDAN auditor or external moderator to fully undertake their role in line with quality assurance requirements. In suspected cases involving an ASDAN External Moderator or other member of staff, ASDAN will conduct an investigation appropriate to the nature of the allegation.

Maladministration is any unintentional activity or practice that leads to non-compliance with ASDAN requirements. In most cases, maladministration will relate to administrative or quality assurance procedures, and may involve any or all of the following: candidates, centre staff, awarding organisation staff. Maladministration, if serious enough, may be treated as malpractice.

In suspected cases involving an ASDAN External Moderator or other member of staff, ASDAN will conduct an investigation appropriate to the nature of the allegation.

DHS's Centre Responsibilities

DHS will:

- Immediately report to ASDAN organisation all suspected (alleged) and actual incidents of malpractice or maladministration
- Comply fully with ASDAN's requests for information in relation to the allegation.
- Co-operate with ASDAN during the investigation, including carrying out internal investigations in line with ASDAN's requests, using people who are not involved in the alleged maladministration or malpractice
- Provide ASDAN with a report of any such investigation
- Implement agreed actions as a result of the investigation, and take appropriate measures to mitigate the effect and prevent any recurrence of the maladministration or suspected or actual malpractice
- Notify ASDAN if any person involved in the malpractice or maladministration or in completing any actions as a result of the investigation leaves the centre
- Respect the confidentiality of information handled
- Retain records and documentation relating to the investigation for a period of time (up to 8 years).

Guidance for preventing malpractice and maladministration within ASDAN courses

DHS will:

- Provide clear information for staff: all staff involved must be aware of the assessment requirements, the relevant Standards with Guidance, administrative procedures and the terminology and definitions of malpractice and maladministration. They must be aware of the procedures to follow should they become aware of either centre staff or candidate malpractice or maladministration occurring.
- Identify the key roles of staff: Identify roles and responsibilities for the various aspects of the management, delivery and administration of assessments (assessors/tutors, internal moderator, exams officers and other administrative staff).
- Only assist candidates where permitted: Assessors must be clear over how they may “assist candidates” in relation to assessments/portfolios. Candidates with access arrangements must not be assisted beyond what is permitted by the regulations.
- Deal with centre staff and candidate malpractice in the correct and appropriate manner: If centre staff or candidates are suspected of engaging in any of the behaviour/actions detailed above then this needs to be dealt with in the appropriate manner. SLT and the Examinations Officer must ensure that they are clear over what ASDAN expects when dealing with such instances. They must be aware of the processes related to dealing with malpractice and how to investigate and report instances accordingly.
- Provide clear information for candidates: Candidates should be clear over the consequences of collusion, copying or allowing their work to be copied.

Identifying cases of alleged or actual malpractice or maladministration

Suspected cases of malpractice or maladministration could be identified by centre staff, examiners, moderators and assessors, candidates, external agencies or individuals, whistleblowers or anonymous informants.

When ASDAN receives an allegation from someone other than the head of a centre (including anonymous reports), ASDAN will evaluate the allegation in the light of any other available information, to see if there is cause to investigate further.

Reporting suspected or actual malpractice or maladministration

DHS will:

- Submit the full details of the case at the earliest opportunity to ASDAN, using the *Notification of malpractice or maladministration form*. Any additional evidence to support the allegation should be included with the form.
- Will be subject to ASDAN procedures following the reporting of malpractice and maladministration as outlined in their policy.

Record Keeping

Students' ASDAN portfolios will be kept by DHS for six months. Students will be able to collect their portfolios at the annual Year 12 evening or thereafter. Remaining records will be kept for a minimum of one year and a maximum of eight years.

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

Head of Centre

- Must provide a signed declaration as part of the National Centre Number Register Annual Update, 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.

Heads of Subject

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*

- Must ensure that the required task setting and task taking instructions are followed by subject teachers.
- Must ensure that subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- Must ensure, for monitoring purposes, that audio-visual recordings of the presentations of a sample of candidates are provided.

Subject teacher

- Ensures that all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses students, 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 and the storage and submission of recordings.

Examinations officer

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

13) Management of issues and potential risks associated with Non-Examination Assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	Subject teacher IT Manager Examinations Officer
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Head of Subject
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> <i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i>	Head of Subject
Subject teacher long term absence during the task setting stage	<i>See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle</i>	Head of Subject
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensure subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Head of Subject
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> <i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Head of Subject
The wrong task is given to candidates	<i>Ensure course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Head of Subject
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle</i>	Head of Subject
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course</i> <i>Assessment dates/periods included in centre wide calendar</i>	Head of Subject SLT

Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large examination venue at the same time (examination conditions do not apply)</i>	Examinations Officer SEN Admin
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</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's Non-Examination Assessment policy</i>	Head of Subject
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 (chapter 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject Teacher & Head of Subject
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 (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENCO & Examinations Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given prior to starting on their work</i>	Head of Centre & Examinations Officer Head of Subject Subject Teachers
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</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given during the task-taking stage</i>	Head of Centre Head of Subject Subject Teachers
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Head of Centre Head of Subject Examinations Officer

Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: Non-Examination Assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: Non-Examination Assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Examinations Officer
An excluded pupil wants to complete his/her Non-Examination Assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Examinations Officer
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in 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>	Subject Teacher IT Manager
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teacher
Word and time limits		
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 a word limits exist, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Head of Subject

Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i>	Subject Teacher
Candidate plagiarises other material	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: Non-Examination Assessments</i> <i>Candidates confirm/record that they understand what they need to do to comply with the regulations for Non-Examination Assessments as outlined in the JCQ document Information for candidates: Non-Examination Assessments</i> <i>The candidate's work is not accepted for assessment</i> <i>A mark of zero is recorded and submitted to the awarding body</i>	Head of Subject Head of Centre Examinations Officer
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</i> <i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: Non-Examination Assessments</i> <i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher Head of Subject
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>	Head of Subject
Presentation of work		
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>	Head of Subject Subject Teachers
Keeping materials secure		
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</i> <i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Secure storage in each department
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</i> <i>Alternative secure storage sourced where required</i>	Head of Subject SLT
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Subject Teacher Examinations Officer
A candidate is absent on the day of the examiner	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i> <i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated</i>	Subject Teacher Head of Subject

	<i>appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	Subject Teacher Head of Subject Examinations Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Subject Teacher Head of Subject Examinations Officer
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting Non-Examination Assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Subject Teacher Head of Subject Examinations Officer Head of Centre
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Subject Teacher Head of Subject Examinations Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for Non-Examination Assessment extension</i>	Subject Teacher Head of Subject Examinations Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Subject Teacher Head of Subject Examinations Officer
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least 5 working days prior to the marks submission deadline set by the exam board Through the Examination and Controlled Assessment policy, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body (a copy is also available on the school website)</i>	Subject Teacher Head of Subject Examinations Officer SLT
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 Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i>	Subject Teacher Head of Subject Examinations Officer

	<i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year</i> <i>Reminders are issued through senior leaders/subject heads as deadlines approach</i> <i>Records confirm deadlines known and understood by subject teachers</i> <i>Where appropriate, internal disciplinary procedures are followed</i>	Head of Subject SLT Head of Centre Examinations Officer
Subject teacher long term absence during the marking period	<i>See centre's examination contingency plan (Teaching staff extended absence at key points in the examination cycle)</i>	Head of Subject SLT

14) Appeals against internally assessed marks

Debenham High School is committed to ensuring that whenever its staff assess candidates' work for external qualifications, 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. Debenham High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a set of work is divided between staff, consistency is assured by internal moderation and standardisation.

If a candidate believes this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. If a candidate requests a review of the centre's marking, it must be done **at least** 5 working days **before** marks are submitted to the awarding body.

Appeals Procedure

1. All candidates are informed about the appeals procedure when they start their coursework.
2. Appeals should be made as early as possible, and no later than 5 working days before they are due to be submitted to the exam boards (AQA deadline: 07 May, AQA Art: 31 May, all other exam boards: 15 May).
3. Appeals must be made in writing by the candidate's parent/carer to the Headteacher (See Appendix 1). Either the Headteacher or a senior member of staff will conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.
7. Should the student be dissatisfied with the written response, he/she has right of appeal to the Hearing and Pupil Discipline Committee of the Governors of the school.

After candidates' work has been internally assessed it is moderated by the awarding body to ensure consistency between examination centres. The moderation process can lead to mark changes. This process is outside the control of Debenham High School and is not covered by this procedure.

Head of Centre: **Mr S Martin**

Date:

Examinations Officer: **Mrs N Hughes**

Date:

Appendix 1

Internal appeals form

This form should be completed in all cases to lodge an appeal. Please tick to indicate what the appeal is against:

- ☐ an internal assessment decision
☐ the centre decision not to support an enquiry about results
☐ the outcome of an enquiry about results

Name of appellant		Candidate name <i>if different to appellant</i>	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature:

Date of signature:

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.