



Exams Policy

NEA (Non-Examination Assessment) and Internal Appeals

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WOOD GREEN SCHOOL – NEA and Internal Appeals

Key staff involved in the NEA and Internal Appeals policy

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1. Definition

Non-examination assessment is a form of internal assessment for reformed GCSE and A Level qualifications where it is the only valid means of assessing essential 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.

2. Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment (NEA)
<http://www.jcq.org.uk/exams-office/non-examination-assessments>
- Responsible to relevant A Level GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Exams Manager:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
<http://www.jcq.org.uk/exams-office/non-examination-assessments>
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Curriculum Leaders, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Curriculum Leaders, dispatch students' assessments for moderation.
- In collaboration with Curriculum Leaders, make appropriate arrangements for the security of non-examination assessment materials

Heads of Department

- To be familiar with JCQ instructions for conducting non-examination assessment in their subject(s)
<http://www.jcq.org.uk/exams-office/non-examination-assessments>
- 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 they 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 Exams Manager, ensure procedures and adequate timings are in place to allow candidates to review centre-assessed marks and, if appropriate, for reviews to be conducted according to JCQ guidelines
- In collaboration with the Exams Manager, to submit non-examination assessment marks to the relevant awarding body.
 - In collaboration with the Exams Manager dispatch students' assessments for moderation
 - In collaboration with the Exams Manager, make appropriate arrangements for the security of non-examination assessment materials

SENDCo

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements
<http://www.jcq.org.uk/exams-office/non-examination-assessments>
- In collaboration with the Exams Manager, co-ordinate requests for special access arrangements

Subject Teachers

- Supervise assessments (at the specified level of control).
- Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of non-examination assessments and, where appropriate, reviews of marking
 - Retain candidates' work securely between assessment sessions (if more than one).
 - Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
 - Ask the special educational needs coordinator (SENDCO) and the Exams Manager for any assistance required for the administration and management of access arrangements.

3. Task Setting

In accordance with specific GCSE awarding body guidelines, Heads of Department will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject teachers will ensure that students understand the assessment criteria for any given assessment task.

4. Task Taking

Unless the awarding body's specification says otherwise, the following arrangements will apply: In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required.

Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. For example, they may plan for extra support to be present in the exam room in order to monitor all students in the room when they, the teacher, are helping a specific student. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable.

Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

Teachers will ensure candidates understand the requirements for the presentation of their work to the awarding body

Teachers must follow the awarding body's specific guidance on the provision to candidates of feedback, on allowing candidates to revise and re-draft work, on recording assistance given and on marking. Failure to follow this procedure constitutes malpractice.

Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

5. Authentication

Students' work should be produced and authenticated according the requirements of the examinations board. Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

6. Task Marking

Teachers are responsible for marking work in accordance with the marking criteria.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill and who have been trained in this activity. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

Staff should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

The centre will disclose marks to candidates and it will be made clear that the awarding body's moderation processes may result in further changes to marks. Teachers carrying out internal assessment must keep a record of when marks are released to candidates. Marks should only be released once internal standardisation has taken place.

Centres should not attempt to convert marks to grades in advance of the publication of results.

7. Review of marking

On being informed of their centre-assessed marks candidates may ask for a review of these marks if they can identify issues in the application of the mark scheme or believe that the above procedures have not been followed. Once the school has made available to candidates the centre-assessed marks, any requests for a review of marking must be made in writing and due procedure followed. There may be a charge made for this. The procedure and any outcomes will be made transparent to the students and parents and the awarding body, prior to any awarding body's deadline (see steps below - Annex A).

8. Enquiries about results

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

9. Factors affecting individual candidates

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school. Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body and if to do so falls within awarding body regulations. Decisions will be made on an individual basis, by LT in consultation with Subject Leaders. If a non-examination assessment task was completed under formal supervision, it may be necessary to offer a completely new task which must then be set under a new period of formal supervision.

10. Appeals

Wood Green School is committed to ensuring that all assessment of students' work for external qualification is done fairly, consistently and in accordance with the specification for the qualification concerned. If a candidate believes that this may not have happened to his/her work, then he/she should follow the Appeals Procedure available on the examination's pages on the school's website.

Annex A: Steps to be taken for a Review of Marking

Subject teachers will inform candidates of their centre-assessed marks. If a candidate wishes to request a Review of Marking before marks are submitted to the awarding body, the following steps should be taken:

Step 1

[Must be initiated by the candidate within 2 working days of receiving centre-assessed marks]
The candidate must first request copies of the materials from the department which marked the work and this will be made available from their teacher within 2 days. This would generally include the marked assessment materials and the mark scheme / assessment criteria.

Step 2

Once the materials have been provided, Wood Green School will provide candidates with a further 2 working days in which to review materials. During this time the candidate must discuss the matter with their class teacher at a time convenient to both; the teacher should at this point inform the candidate that his / her marking has been subject to internal standardisation procedures and has therefore already been checked. The teacher will then consider the candidate's concerns, look again at the work and e-mail the candidate an immediate response in writing using the school e-mail addresses, copying in both Head of Department and the Examinations Officer. The teacher should inform the candidate that as in reviews of marking of exam papers, the original mark awarded can go down as well as up, or stay the same.

In most cases the discussion will resolve the issue and no further action will be needed. The Head of Department in charge of internal moderation must be informed if the teacher agrees that the mark should be changed in any way and the mark should be submitted and re-moderated.

Step 3

However, if the issue is not resolved through dialogue in step 2 and the candidate still wishes to formally request a Review of Marking, this must be made in writing within 2 days of receipt of the email in step 2.

Step 4

Wood Green School will ensure that a review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement with the assessment of that candidate and has no personal interest in the review. Wood Green School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre and that due process has been followed.

Step 5

Wood Green School will carry out the review, make any necessary changes to marks and e-mail the candidate within 5 working days, all before the awarding body's deadline. The candidate will also be informed in a letter of the outcome of the review of the centre's marking.

Step 6

The outcome of the review of the centre's marking will be made known to the head of centre and a written record will be kept and made available to the awarding body on request. Should the review of marking bring to light any irregularities in procedures used, the awarding body will be informed immediately.

After the candidate's work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of the school and is not covered by this procedure. JCQ regulations state that "candidates and parents / carers are not permitted to make direct representations to an awarding body".

Wood Green School non-examination assessment appeals form

Date received by Centre	
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Please complete this form if you wish to appeal against an internal assessment decision and request a Review of Marking.

Name of candidate		Candidate Number	
Awarding Body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below.

I give my consent for a review of marking of my centre-assessed work. In giving consent I understand that the final mark awarded to me may be lower than, higher than, or the same as the mark which was originally awarded.

Candidate's signature: _____ Date of signature: _____

This form must be signed, dated and returned to the Exams Manager on behalf of the Head of Centre to the timescale indicated in the centre's policy on a Review of Marking.