



Assessment Policy

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Policy

1.0 Introduction

- 1.1 Cardiff Sixth Form College (CSFC) Cambridge has implemented a common approach towards tests and examinations across all departments. The purpose of this is to ensure a standardisation in approach across all subjects. This should also aid in identifying academically `at risk` students early on to enable support to be put in place.
- 1.2 The aim is to ensure that teachers and others have access to up-to-date information about the progress individual students are making and to ensure all students can progress at an appropriate pace in all subjects.
- 1.3 Assessment, recording and reporting plays an invaluable part in raising standards in school. This policy seeks to clarify, rationalise and define the purpose, principles and procedures to implement effectively throughout the whole school.
- 1.4 The School's Assessment policy should lead to improvement in learning, teaching and attainment.

2.0 Definitions

- 2.1 **Assessment** is the process of gathering data, analysis, interpretation and judgement
- 2.2 **Recording** is the way data is managed and shared
- 2.3 **Reporting** is a matter of communication
- 2.4 **Assessment, recording and reporting** should be based on the fundamental principles of:
 - Offering all students an opportunity to show what they know, understand and can do in a variety of ways
 - Helping students to understand what they can do and what they need to develop to make progress
 - Advancing the learning process
 - Helping parents to become involved in their children's progress
 - Providing the school with the information to evaluate their work.

3.0 General Principles Underlying this Policy

- 3.1 Through the process of assessment, recording and reporting the School will actively promote the achievement made by all students regardless of ability, to ensure they meet their full potential.
- 3.2 Assessment tasks/milestones are outlined in department schemes of work. Record keeping systems should enable teachers to report to students and parents on progress made and act as a tool for planning future work.
- 3.3 Assessment should be interpreted in the broadest sense, giving the students the opportunity to demonstrate what they know and what they can do. It should encompass class work, homework, end of unit tests, exam practice papers plus both mock and examination results.
- 3.4 Marking should be diagnostic and clear reference should be shared with students of what they have achieved and what they need to do next, ensuring students play an active role. Standardisation is important within a department and should be occurring within and across subject areas in order to ensure fairness and pupil understanding.
- 3.5 Peer and/or self-assessment should be used as part of on-going learning and teaching practice. The aim of self-assessment is to ensure students to be actively involved in the assessment process and give them ownership for their own work.

4.0 Assessment

- 4.1 Assessment will be a continuous process, integral to learning, teaching and to the curriculum. Everyday contact between teachers and students, such as observation, discussion and oral feedback about work, will provide many opportunities for assessment.
- 4.2 Students will be provided with opportunities to encourage them to assess themselves and to review their own learning whenever possible and help set their own learning targets.

5.0 External Tests and Examinations

- 5.1 Students will be entered for AS and A2 examinations for the courses they have studied, provided they have followed the course satisfactorily. The exact number of entries will be decided upon after consideration of how each student is progressing.
- 5.2 Examination fees will be paid by the school on the first occasion, unless a student;

- fails to sit an examination,
- fails to complete the course,
- fails to submit the necessary coursework
- is re-sitting

6.0 Non-Examination Assessments

6.1 Planning and Managing Non-Examination Assessments

6.1.1 All arrangements for non-examination assessments, including coursework must comply with the awarding body subject specific instructions.

6.1.2 **The Exams Officer** confirms with Heads of Department (HOD) that appropriate awarding body's forms and templates are used by teachers and candidates. The Exams Officer also ensures that appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with the awarding body criteria.

6.1.3 **The Head of Department** ensures subject teachers understand their role and responsibilities within the non-examination assessment process. The HOD and subject teacher must ensure that the specific instructions are followed in relation to the conduct of non-examination assessments. The HOD must also work with the internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by the subject teachers. In academic departments with only one teacher, or in departments without a HOD, a subject teacher will have delegated responsibility for these tasks.

6.1.4 It is **the Subject Teacher's** responsibility to comply with the awarding body's specification for conducting non-examination assessments, including any subject specific instructions, teachers' notes or additional information.

6.1.5 **Subject Teachers** must also mark internally assessed work to the criteria provided by the awarding body and ensure that the Exams Officer is provided with any relevant entry codes for subjects, adhering to the internal and external deadlines for entries.

6.2 Task Setting

6.2.1 The Subject Teacher selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification and makes candidates aware of this.

- 6.2.2 The Subject Teacher also controls the time limits for the preparation, production and where necessary, the marking of the assessment. This must be completed under the correct conditions, as determined by the JCQ, relevant exam board and Exams Officer.
- 6.2.3 The Subject Teacher reviews candidates' work, unless prohibited by the specification and provides oral and written advice, when permissible.
- 6.2.4 The Subject Teacher ensures that the regulations on collaboration and group work are adhered to and that students work individually when required to do so.
- 6.2.5 Where required by the awarding body's specification, the Subject Teacher along with the candidates, sign any declaration within required deadlines.
- 6.2.6 When work is being undertaken by candidates under formal supervision, the Subject Teacher must ensure that the work is securely stored, until the closing date for enquiries or until the outcome of any enquiry or any subsequent appeal has been conveyed to the centre.

6.3 Marking Non-Examination Assessment

6.3.1 Marking of Externally Assessed Components

- The Head of Department, or Subject Teacher with delegated responsibility (as per 6.1.3), liaises with the Exams Officer (and the visiting examiner) regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- The Exams Officer ensures the correct completion of the attendance register and where necessary despatches the candidate's work, to the awarding body's instructions by the required deadline.

6.3.2 Marking of Internally Assessed Components

- Candidates' work will be marked by teaching staff who have appropriate knowledge, understanding and skill and who have been trained in this activity. The School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidate's work, internal moderation and standardisation ensures consistency of marking.
- The subject teacher, where permitted, 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.

- The School, where permitted, will ensure that the review of marking is carried out by an assessor who has: appropriate competence; no previous involvement in the assessment of that candidate and no personal interest in the review.
- Where appropriate, the candidate will be informed of the outcome of the review of the centre's marking.
- The outcome of the review of the School's marking will be known to the Head of Centre. A written record will be kept and made available to the awarding body upon request. Should the review of the School's marking bring any irregularities in procedures to light, 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 on marking between centres. The moderation process may lead to mark changes. This process is outside the control of the School and is not covered by this procedure.

6.3.3 Internal Standardisation

- The Subject Teacher indicates on work or on the cover sheet, the date of marking and marks to common standards. They must then provide the marks and the moderation sample, to the Exams Officer by the internal deadline.
- The Head of Department, or Subject Teacher with delegated responsibility, liaises with the Exams Officer to ensure procedures for internal standardisation are followed.

6.3.4 Submission of marks and work for moderation

- The Subject Teacher and the Exams Officer input and submit marks to the awarding body using the correct procedure and within the given deadlines. They also submit the requested samples of authenticated work to the awarding body moderator by the external deadline, keeping a record of the work submitted.

6.3.5 Storage and retention of work after submission of marks

- The Subject Teacher retains a record of the names and candidate numbers for candidates whose work is included in the moderation sample and retains all marked candidates' work, under secure conditions, until after the deadline for enquiries about results.

6.3.6 External moderation and feedback

- The Head of Department, or Subject Teacher with delegated responsibility, and Exams Officer check the moderator reports and ensure that any remedial action, if necessary, is undertaken before the next examination series.

6.4 Additional arrangements for non-examination assessments involving practical and audio-visual assessments

- 6.4.1 The Head of Department, or Subject Teacher with delegated responsibility, disseminates information to the subject teachers, ensuring the standards of these assessments can be applied appropriately and liaises with all the relevant parties in relation to arrangements for, and the conduct of, the assessment and any monitoring visits.
- 6.4.2 The Head of Department, or Subject Teacher with delegated responsibility, ensures the required task setting and task taking instructions are followed by subject teachers.
- 6.4.3 The Subject Teacher ensures that all required arrangements for the assessments are in place and that the candidates understand them. The Subject Teacher also ensures that all required centre and candidate records are present and correct.
- 6.4.4 The Subject Teacher assesses candidates, either live or from a recording, using the common assessment criteria. Where necessary, the Subject Teacher ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.
- 6.4.5 The Exams Officer applies for any required exemptions or special arrangements, where a candidate cannot access the assessment due to a substantial impairment or special circumstances.
- 6.4.6 The Exams Officer follows the awarding body's instructions for the submission of the candidates' assessment.
- 6.4.7 The Exams Officer follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.
- 6.4.8 Where a non-examination assessment is carried out in the format of a recording or a practical task, the Exams Officer will aid the Head of Department and the Subject Teacher in the arrangements for this, overseeing the whole process.
- 6.4.9 The Subject Teacher and the Exams Officer follow the awarding body's instructions for the submission of grades, the storage and submission of written work and recordings of other forms of recorded assessment.

6.4.10 The Head of Centre provides 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 Component of language qualifications.

6.5 Access Arrangements

6.5.1 The Subject Teacher will work with the ALN Co-ordinator and the Exams Officer to ensure any access arrangements for eligible candidates are applied to assessments, following the regulations and guidance of JCQ.

6.6 Special Consideration

6.6.1 A candidate may be eligible for special consideration in assessments in certain situations where they are:

- Absent
- Produce a reduced quantity of work
- Work has been lost

6.6.2 In these instances, the Subject Teacher liaises with the Exams Officer and special consideration may need to be applied for a candidate taking assessments.

6.6.3 Where a candidate is eligible, an application for special consideration is submitted.

6.7 Malpractice

6.7.1 The Head of Centre understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff and will act as necessary according to the JCQ regulations and requirements.

6.7.2 The candidate, relevant Head of Department and teaching staff, invigilators and other relevant administrative staff are all made aware by the Exams Officer of the JCQ regulations on malpractice before the commencement of the assessment.

6.7.3 The Exams Officer where required, supports the Head of Centre with the investigating and reporting of suspected malpractice incidents.

6.8 Enquiries about results

6.8.1 The Head of Centre ensures the centre's internal appeals procedures clearly detail the procedure to be followed by the candidates, in appealing against a centre decision to not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

6.8.2 The Subject Teacher provides advice and guidance to candidates on their results and the post-results services available.

6.8.3 The Exams Officer ensures any requests for post-results services available to non-examination assessments are submitted to the awarding body by the required deadline.

6.9 See Appendix A – Management of issues and potential risks associated with non-examination

7.0 Standardisation of Work

7.1 Each department will have a strategy to:

- Ensure teachers attend relevant moderation meetings by the exam boards. Information from such meetings must be relayed to other teachers in departmental meetings
- Ensure accuracy and fairness of teacher assessment by defining what is sufficient evidence for an attainment grade to be secure
- Regularly include scrutiny of students' work in departmental meetings
- Develop staff expertise in delivering coursework and practical work.

7.2 The Exams Officer will receive moderators' reports for external coursework and speak to the Heads of Department, or Subject Teacher with delegated responsibility, about the comments. The aim of the formative assessment is to give students ongoing clear guidance about how to improve their work and to give them an idea of the standard of the work required. For formative assessment to be effective, students should be told how and for what purpose the work is going to be assessed.

8.0 Formative Assessments

- 8.1 All work that is formally assessed must receive formative comments back. These may be given in writing or verbally by the teacher.
- 8.2 Opportunities should be given for students to consider and develop targets further. This could be done through classwork, homework or optional extension tasks, e.g:
- A starter or plenary activity
 - Extension or support question packs
 - A peer assessment activity
 - Re-drafting a piece of work
- 8.3 A formative comment should:
- Be related to the purpose of the task
 - Be specific, concise and accessible for students
 - Highlight achievement
 - Indicate how improvement can be achieved through a target
 - Encourage the student and allow them to take ownership of their learning

9.0 Setting and Marking Work

- 9.1 Teachers set regular homework and tests for students to consolidate the material taught, to provide an on-going assessment of each student's progress and to inform teaching
- 9.2 An academic calendar is sent out to all teaching staff before the start of the new academic year. The academic calendar is populated with key assessment entry dates, Exam Practice (EP) weeks and mock exam weeks.
- 9.3 Formal assessments will be set according to the School calendar, in a cycle of 4 times during the year. EP papers are sat in classrooms under exam conditions. EPs should be marked during the subsequent UCAS/Marking day and the percentage and grade entered into the shared School results google document. In due course, this document will be superseded by the School management information system, iSAMS.
- 9.4 Additional timed tests can be set for students and taken during class time, under supervision at the discretion of the HOD or Subject Teacher.

- 9.5 Classwork, class tests and homework must be marked on a regular basis and within three working days of being handed in. Marks and grades must be recorded by teachers in their own teacher markbook.
- 9.6 Some subjects may also be required to record practical assessment grades separately to academic grades.
- 9.7 EP paper marks are collated by the Exams Officer.

10.0 Exam Practice (EP) Tests

	2022-23 academic year		
AS/A2 students	EP dates	Marking day	Grade release
EP1	13th and 14th Oct	17th Oct	21st Oct
EP2	29th and 30 th Nov	1st Dec	14th Dec

- 10.1 EPs are intended to review student progress and run through every programme (AS, A2).
- 10.2 EP papers are sat by students within the EP cycle outlined on the calendar, and above. The schedule of the EPs will be available by the end of the first week of term. There will be 2 cycles of EPs in the academic year.
- 10.3 An EP should be a one-hour paper. The students should be informed of which topics they should revise in advance of the EP.
- 10.4 EP results are to be entered into the School results google document (to be replaced by iSAMS in due course). Entry deadlines can be found on the school calendar. Marking days will follow the two days of EP's for EP1 and EP2 for AS/A2. Both a grade and a percentage will need to be entered. Raw marks need to be converted to a standardised UMS mark before data entry.
- 10.5 Students who did not achieve results in line with academic expectations should be highlighted by the HOD or Subject Teacher with delegated responsibility. CSFC Cambridge academic expectations are for students to obtain a grade B or higher in assessment. Those students identified will then be provided with additional academic support.

UMS percentage and grades		
Level	(%)	Grade
AS	80 – 100	A
	70 – 79	B
	60 - 69	C
	50 – 59	D
	40 – 49	E
	0 – 39	U
A2	90 - 100	A*
	80 – 89	A
	70 – 79	B
	60 - 69	C
	50 – 59	D
	40 – 49	E
	0 – 39	U

11.0 Mock Examinations

11.1 Two mock examination weeks take place each year. One before or after the February enrichment week and one immediately before or after the Easter break. Students will be off timetable for the period of the mock exams. The mock examination will cover all aspects of the AS / A2 course.

11.2 Mock results are entered in the School results google document (to be replaced in due course with iSAMS). Both a grade and percentage will need to be entered.

11.3 Those students identified as being at risk of not meeting the required AS grades of a minimum of AAB, will have one to one meetings with their Head of House. A plan of action will be put in place and their progress reviewed after three weeks.

11.4 Any underperforming A2 students will meet the Head and Head of House to discuss the possibility of being withdrawn from their exams.

AS/A2 students	Mock dates 2022-23 academic year	Grade release
Mock 1	23rd - 27th Jan	10th Feb
Mock 2	27th - 31st March	7th April

12. Monitoring

12.1 Responsibilities

Attainment is monitored throughout the year by the Director of Studies, and teaching staff. All student support is logged on iSAMS

EP scores are used to identify areas of student weakness and the Director of Studies will discuss this with the students. Students are then called in for a meeting and given support if needed. This may include timetabled support, informal support or additional work set by their teacher.

The Director of Studies keeps in regular contact with parents if any concerns are raised

Students can also directly request support from their teachers directly. This support is unlikely to be timetabled and is more informal one to one sessions. Any support given will be logged on iSAMS.

12.2 Predicted grades

Predicted grades:

- form part of the October and February reports which are sent to parents
- collected after mocks are used for internal analysis only
- will be compared to end of year exam results

12.3 Full Reports and Grade Reports

Academic reports are submitted by each teacher and sent to parents before the Enrichment Weeks in October and February. These reports are followed by a Parent's Evening in the first week back after Enrichment Week.

Areas reported on include:

- Working Grade
- Effort
- Attendance
- Teacher comments
- Head of House comment

At the end of the Autumn and Spring terms, a grade report including EP grades in all subjects are sent to parents but no teacher comments are included. A grade report is also dispatched after mock examinations

Interim reports may be requested by parents/agents and completed with the input from the appropriate teachers and Director of Studies

Informal reporting by means of a telephone conversation and/or email exchange with the Director of Studies can be offered as an alternative to parents who prefer this method of communication

All report entry and deadline dates can be found on the academic calendar

Appendix A - 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	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.	Exams Officer Systems Administrator Operations Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	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.	HOD/Subject Teacher with delegated responsibility Exams Officer
Candidates do not understand the marking criteria and what they need to do to gain credit	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. Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria.	HOD/Subject Teacher with delegated responsibility Subject teacher
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications. Awarding body guidance sought where this issue remains unresolved.	HOD/Subject Teacher with delegated responsibility Exams Officer
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to candidates contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching	Exams Officer HOD/Subject Teacher with delegated responsibility Subject teacher

The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates. Awarding body guidance sought where this issue remains unresolved.	HOD/Subject Teacher with delegated responsibility Exams Officer Subject teacher
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.	HOD/Subject Teacher with delegated responsibility Exams Officer
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities are insufficient for number of candidates. Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply).	Exams officer Operations Manager
Insufficient supervision of candidates to enable work to be authenticated	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. Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy.	HOD/Subject Teacher with delegated responsibility Exams Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments are followed. An internal investigation and where appropriate internal disciplinary procedures are followed.	HOD/Subject Teacher with delegated responsibility Exams Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	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. Regular monitoring of subject teacher completed. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component. Candidate confirms/records advice and feedback given prior to starting on their work	HOD/Subject Teacher with delegated responsibility Subject teacher Exams Officer

Candidate claims no advice and feedback given by subject teacher during the task-taking stage	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. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component. Candidate confirms/records advice and feedback given during the task-taking stage.	HOD/Subject Teacher with delegated responsibility Exams officer
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the awarding body.	Exam Officer
Candidate does not reference information from published source	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.	Subject teacher
Candidate does not set out references as required	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.	Subject teacher
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up.	Exams Officer Subject teacher
Candidate moves to another centre	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.	Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	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.	Exams Officer

Resources		
A candidate augments notes and resources between formally supervised sessions	<p>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions.</p> <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>	Exams Officer Subject teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	<p>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> <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 HOD/Subject Teacher with delegated responsibility
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory.</p> <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>	Exams Officer Subject teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p>Records confirm the awarding body specification has been checked to determine if group work is permitted.</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	Exams Officer Subject teacher
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>	<p>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work.</p> <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>	Exams Officer HOD/Subject Teacher with delegated responsibility Subject teacher

	A mark of zero is recorded and submitted to the awarding body.	
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments. 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.` Declaration is checked for signature before accepting the work of a candidate for formal assessment.	Exams Officer HOD/Subject Teacher with delegated responsibility
Subject teacher not available to sign authentication forms	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	HOD/Subject Teacher with delegated responsibility
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed, before accepting the work of a candidate for formal assessment	HOD/Subject Teacher with delegated responsibility Exams Officer
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Regular monitoring ensures subject teacher use of appropriate secure storage.	Exams Officer
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher, prior to the start of the course. Alternative secure storage sourced where required	Exams Officer Operations Manager
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.	Exams Officer HOD/Subject Teacher with delegated responsibility Subject teacher
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register.	Exams Officer

Task marking – internally assessed components

<p>A candidate submits little or no work</p>	<p>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. 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>	<p>Subject teacher Exams Officer</p>
<p>A candidate is unable to finish their work for unforeseen reason</p>	<p>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.</p>	<p>Exams Officer Subject teacher HOD/Subject Teacher with delegated responsibility</p>
<p>The work of a candidate is lost or damaged</p>	<p>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.</p>	<p>HOD/Subject Teacher with delegated responsibility Exams Officer Subject teacher</p>
<p>Candidate malpractice is discovered</p>	<p>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.</p>	<p>Exams Officer</p>
<p>A teacher marks the work of his/her own child</p>	<p>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.</p>	<p>Exams Officer</p>
<p>An extension to the deadline for submission of marks is required for a legitimate reason</p>	<p>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.</p>	<p>Exams Officer HOD/Subject Teacher with delegated responsibility</p>
<p>After submission of marks, it is discovered that the wrong task was given to candidates</p>	<p>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</p>	<p>Exams Officer Subject teacher</p>

<p>A candidate wishes to appeal the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body.</p> <p>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.</p> <p>Candidates are informed of their marks at least two weeks 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 prior to the submission of marks to the awarding body.</p>	<p>Subject teacher Exams Officer</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course.</p> <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>Subject teacher Exams Officer</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year.</p> <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>Exams Officer</p>
<p>Subject teacher long term absence during the marking period</p>	<p>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</p>	