Exams Non-examination Assessment Policy

Date reviewed	January 2021
Frequency	Annually
Next review date	October 2021
Reviewed by	Academic Standards, SEN and Educational Trips Committee

Signed:.. **Dated:** <u>11.02.2021</u>

Chair of Governors

Signed:.. **Dated:** <u>11.02.2021</u>

Principal

Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	**Francis Galbraith**
SLT member(s)	**Jackie Ross**
	Sarah Thomas
	Will Atkinson
	Leanne Chapman
	Martyn Latchman
SENCo	**Sailesh Roopnarain**
Exams officer	**Jodi Henderson**

Contents

What does this policy affect?

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

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

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments,* Foreword]

This publication is further referred to in this policy as NEA

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to
- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

The policy will need to cover all types of non-examination assessment.   [NEA 1]

What are non-examination assessments?

This is explained in NEA.

"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:
- *task setting;*
- *task taking;*
- *task marking."*   [NEA 1]

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

The basic principles

Head of centre
- Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA
- Ensures that the centre's *Non-Examination Assessment Policy* is fit for purpose
- Ensures the centre's *Internal Appeals Procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leaders
- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

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

Subject lead
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher
- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams officer
- Signposts the annually updated JCQ publication NEA to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher
- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

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

Task taking

Supervision

Subject teacher
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the current JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

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

Resources

Subject teacher
- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions

- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

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

Collaboration and group work

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

Authentication procedures

Subject teacher
- Where required by the awarding body's specification
  - ▶ ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - ▶ signs the teacher declaration of authentication confirming the requirements have been met
    - ▪ (available on awarding body websites)
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs a member of the senior leadership team

Presentation of work

Subject teacher
- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher
- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher
- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

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

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams 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
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- ► Ensures where a teacher is teaching, preparing and assessing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter), a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Subject head/lead

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

Subject teacher

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

Internal standardisation

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

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

Submission of marks and work for moderation

Subject teacher
- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Provides the exams officer with any supporting documentation required by the awarding body

Exams officer
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Works with the subject teacher to submit the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensures that for postal moderation
    - work is dispatched in packaging provided by the awarding body
    - moderator label(s) provided by the awarding body are affixed to the packaging
    - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher
- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

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

External moderation – the process

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

External moderation - feedback

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

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

Access arrangements

Subject teacher
- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

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

Special consideration and loss of work

Subject teacher
- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work

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

Exams officer
- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application

Refers to/directs relevant staff where applicable to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

Malpractice

Head of centre
- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher
- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer
- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents

Exams Non-examination Assessment

- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Subject head/lead
- Provides relevant support to subject teachers making decisions about reviews of results

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

Exams officer
- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services* (Information and guidance to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

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

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 endorsement

Quality assurance (QA) lead/
- Ensures the appropriate arrangements are in place for internal standardisation of assessments

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

Subject teacher
- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

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

Qualification/Subject specific additional information

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

AQA English Spoken Language endorsement (8700)

For Summer 2021 only

- *There's no requirement for teachers to submit a sample of audio-visual recordings of Spoken Language assessments*
- *The Spoken Language assessment can take place in front of a single teacher who can represent an 'audience'. It can be conducted by the teacher at any time during the course and by virtual means*
- *A Centre Declaration Sheet will be submitted as normal.*

Planning and organisation

- The department will need audio-visual recording equipment (a video camera or similar).
- The department will need a secure area on the school network to save these recordings safely.
- The department will need a memory stick with the capacity to send off at least 30 requested recordings (10 of each grade) to the moderator.
- The department will plan in advance where and when the audio-visual recording sessions will take place. Spoken Language assessments can take place at any time during the two-year course so long as the sample of audio-visual recordings is submitted by the deadline given by the individual awarding body.
- A suitable venue will be sought and booked by the department.

Administration

- Audio-visual recordings should be conducted in an organised and structured way. Each recording name must contain the following information:
  - centre number
  - candidate number
  - candidate name (forename and surname)
  - component number (8700)
  - outcome of the spoken presentation.
  - i.e. 12345_0001_Joe Bloggs_8700_Pass
- All students should identify themselves and their school at the start of the recording by either holding an A4 written sign to the camera or by stating their name and centre number.
- The preferred format for recordings is .mp4, as it is the most widely supported format across media players. However, recordings in .wmv, .mpeg/.mpg, .avi, .asf and .mov are also acceptable. The school will check that recordings made by their devices are playable on VideoLAN VLC media player to ensure that the verifiers can play the recording.

Exams Non-examination Assessment

Moderation

- The memory stick should be sent to the allocated moderator listed on e-Subs
- They should be labelled with the component and centre number. Tie on cardboard tags will be provided in the stationery packs. These should be securely attached to the memory sticks. Packaging will also be provided.

Other

- Parental consent must be obtained for these recording to be sent to the moderator.

Figure 1. English Spoken language endorsement planned dates

Subject	Year Group	Element 1	Completion Month	Year	Marks Submitted
English Spoken Endorsement	11	Assessment - no videos	At any point (by 7th April)	2020-21	7th May 2021

Edexcel Art and Design (Fine Art) (1FA0)

For Summer 2021 Only

Component 1: Personal Portfolio (internally marked and externally moderated by remote moderation, no centre visits will take place). A sample of students' work must be sent digitally by 31st May 2021. Edexcel will provide details over the coming months for how to submit work for moderation.
Component 2: Externally Set Assignment has been removed from the qualification.

Component 2 – 10 hr exam

Planning and organisation:

- The Externally Set Assignment is set by Pearson and released on 2 January in the year of assessment.
- The Head of Department will then liaise with the Exams Officer to organise and plan time for preparatory studies, the 10 hr final exam, time to assess internally, time to standardise internally, time for review and time for moderation.
- The teacher must ensure that students are aware of relevant aspects of their projects, planning lessons to allow students to meet the assessment objectives.
- The Head of Department will liaise with the Exams Officer to ensure all entries are submitted before the deadline.
- The Head of department will organise any relevant space needed for the 10 hr exam.
- Preparatory studies will comprise of a portfolio of development based on the ESA broad based thematic starting point.

Exams Non-examination Assessment

- The teacher must ensure that the work of a candidate's is their own, closely monitoring projects to be aware of students' ideas.

Marking, standardisation and moderation

- The teacher must mark work in accordance to assessment objectives.
- The teacher must be sure that a candidate's work is labelled with their name, candidate number and centre number.
- Each component submitted for assessment must be accompanied by a completed teacher Mark Sheet and a signed copy of the authentication sheet.
- The Head of Department is responsible for ensuring signed declaration of authenticity for Component 2 are stored securely until results have been published. These documents will declare that work has been carried out without assistance other than which is acceptable according to the rules of the specification.
- Component 2 marks will be internally standardised and reviewed to ensure consistency of marking across the department before moderation. Edexcel standardisation rules will be followed.
- Students will be notified of their marks in line with the Goldington Academy Internal Appeals Policy.
- All marks will be submitted before moderation, meeting the deadline.
- The Head of Department is responsible for keeping a record of names and candidate numbers included in the moderation sample.
- The Head of Department will provide an attendance register and seating plan to the visiting moderator.
- The Head of Department will provide the department with frequent advice/training sessions on moderation and assessment.

The 'Exam'

- As soon as the 10 hr exam commences, whilst there is a break between the two 5hr sessions and then when the exam and preparatory studies are marked/standardised/moderated, all work will be securely stored. This will ensure work cannot be added to or altered in any way. Regular checks will be made to ensure work is locked away and not accessible.
- The 10 hr exam will take place over two 5 hr consecutive days, meeting Edexcel regulations.
- Students will be aware of required exam conditions by the school. These will be reiterated by subject teachers in art.
- Sufficient supervision will be given through invigilation.
- Feedback will only be given in terms of practical/health and safety issues. No feedback will alter or affect work being conducted. Feedback will not advise or provide students with solutions.
- Any assistance given will be clearly recorded and passed on to the external examiner.
- Timing for the 10 hr exam will be closely monitored and recorded accurately.

Exams Non-examination Assessment

- Work from preparatory studies can be accessed during the 10 hr exam to help inform their work, but this must not be added to or altered in any way. Preparatory studies must conclude as soon as the 10 hr exam commences.
- Students must only access their own preparatory studies during the exam. They cannot refer to others' work.
- Students must not access their work outside of assessment time.
- If computers are used and stations are close to one another, invigilators will ensure that students are closely monitored to avoid communication. No internet access is permitted. Computers being used at Goldington will be prohibited unless necessary, in which case this will be recorded.
- No mobile phones will be permitted.
- No photography of work is permitted for personal use.
- Students will not communicate verbally, or in any other way.
- Preparatory Studies and exam pieces will not be photographed and shared on social media.
- Teachers will report any suspicion of malpractice.

Moderation

- Marks awarded by the centre will be subject to external moderation by a visiting moderator from Pearson.
- The moderator will contact the centre to arrange a mutually convenient time and on the day of the visit, the centre must display all work from students identified in the sample.
- Student work must be clearly labelled and identifiable by component number.

Other

- The teacher will ensure that digital work, including photographs of large scale/3D work is stored securely with access only being given to the teacher and Head of Department.
- Work produced must be securely stored until 20th September of the same year.
- The Head of department will ensure that all members of the art department are fully aware of all rules and regulations to avoid malpractice.
- The Head of department is responsible for ensuring any access arrangements are in place for SEN needs, these will be recorded and sent to Edexcel.
- The Head of Department will liaise with the Exams Officer when special considerations may need to be given to a candidate.
- The Head of Department will liaise with the Exams Officer should work go missing.

Figure 2. Art and Design planned dates

Subject	Year Group	Element 1	Completion Month	Year	Marks Submitted
Art & Design	11	Personal Portfolio (internally set)	April	2021	31st May 2021

Exams Non-examination Assessment

AQA GCSE DANCE (8236)

All GCSE Dance NEA work must be submitted and recorded in the year of certification for all candidates. Work in previous years will accumulate in students having the knowledge and understanding to do this effectively.

Planning and organisation:

- Candidates NEA consists of 3 elements of practical work to be marked and recorded. All work will be sent to an external moderator.
- Parental consent must be obtained for these recording to be sent to the moderator.
- Only USB recordings are accepted by the exam board (or a small portable drive that plugs into a computer).
- Files must be able to be played back on VLC media player (www.videolan.org/vlc). Before sending work to the moderator, work must be checked that it is compatible.
- If work is encrypted, passwords must be communicated to the moderator.
- Guidance on encrypting files is available at aqa.org.uk/send-samples.
- A candidate's record form must be completed and signed by both student and teacher.

The 'Exam'

- Recordings need to be made in a single take using a video camera and tripod, panning and zooming to ensure the student stays in the frame.
- The room needs to be free from any obstacles and equipment, well lit, ensuring natural light is behind the camera.
- Students need to be easily identified, introducing themselves for each element with centre and candidate number.
- Each element (performance and choreography) must be filmed separately and collated digitally. A file for each student, containing each element, must be used.

Marking, standardisation and moderation

- Students must be notified of their marks in line with the Goldington Academy Internal Appeals Policy.
- Teacher marks for the NEA must be submitted to AQA online by the published date using Electronic Data Interchange (EDI).
- Once the mark submission is complete, details of the students that will form the moderation sample, and details of the allocated moderator will be available to view on e-Subs.
- The recordings of the live performance for assessment of the sample students must be sent to the allocated moderator as soon as possible, and at the very latest within five days of the mark submission deadline.
- A copy of all assessment work must be made and kept securely until the deadline for a review of moderation has passed.

Figure 3. Dance planned dates

Subject	Year Group	Element 1	Completion Month	Year	Marks Submitted
Dance	11	Component 1 (performance and choreography)	April	2021	7th May 2021

WJEC Eduqas GCSE Drama (C690QS)

For Summer 2021 Only

Unit 1: Devising Theare – the group size will be reduced to a minimum of 1 actor. The requirement for learners to complete the written evaluation has been removed.

Unit 2: Performing Drama – this unit will not be assessed in summer 2021.

Please note – Peripatetic music lessons will need to be re-roomed during the performance of Com1 and Com2 and the evaluation of Com1.

PE lessons will also need to be supervised during change over times to ensure silence so as not to disrupt the NEA

Component 1: Devising Theatre

Planning and organisation

- Component 1 is internally assessed and externally moderated.
- The stimulus materials will be available on the WJEC website on or before 1 September two years before the learner expects to complete the qualification
- The work must be internally assessed by the teacher, with AO1 being assessed through the portfolio of supporting evidence, AO2 being assessed live at the time of the performance and A04 being assessed through the written evaluation.
- The performance piece may be completed and assessed at any suitable time during the course.
- Once work is underway, feedback must be limited to general advice about what needs to be improved. Teachers must not provide specific or detailed guidance on how to make these improvements, make creative decisions or direct.
- Once the work is finished and the final assessment complete, no further amendments may be made to the work.
- All learners are required to sign an authentication statement endorsing the work as their own and centres must countersign that they have seen the work in development at least three times and have taken all reasonable steps to validate this.
- Authentication documentation must be completed by all learners and teachers.

Exams Non-examination Assessment

- Malpractice discovered prior to the learner signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Administration

- Learners must be clearly identified by name and candidate number at the start of each group performance.
- The recording of each piece must be unedited and of the complete performance from start to finish.
- All performances must be submitted via e-portfolio or put onto one (or more than one where necessary) memory stick or DVD for the moderator. It is not necessary to have individual recordings for each learner.
- Candidates have 1 hour 30 minutes to complete the evaluation of the final performance which should be supervised.
- The evaluation must be written under supervised conditions after the final performance of the devised piece.
- Learners are allowed access to two sides of A4 in bullet point notes when writing the evaluation, but no other assistance may be given. The notes must be handed in with the evaluation. The evaluation may not be taken home and must be kept securely until submission.
- The recording of the final performance, the portfolio of supporting evidence and the evaluation of candidates identified in the sample must be sent, together with the relevant authenticated coversheets, to the moderator by a date specified by WJEC. The work of all learners selected must be submitted to the moderator when requested as part of the sample along with mark sheets and authentication forms.
- The students should be notified of their marks in line with the Goldington Academy Internal appeals Policy.
- Centres must retain copies of all authenticated cover sheets sent to the moderator.
- All work not submitted to WJEC should be retained by the centre until October of the year of certification.

Component 2: Performing from a Text

Planning and organisation

- Component 2 is externally assessed by a visiting examiner.
- Centres are required to notify WJEC of the texts chosen for Components 2 and 3 by January of the year the assessment is due to be taken at the latest.
- In addition, centres must submit an assessment planning form to the visiting examiner approximately two weeks prior to assessment which:
  o Confirms texts chosen for Components 2 and 3, including the specific extracts studied and characters/roles being performed for Component 2.

Exams Non-examination Assessment

- Heads of centre must authenticate the form confirming that they are aware of the content of the chosen texts and that they agree to their performance in their centre.
- The work will be externally assessed by a visiting examiner on a specified date between January and May.

Administration

- There is no restriction on the amount of time learners may spend on planning, rehearsing and refining their work for Component 2.
- Teachers may provide guidance and support to learners to ensure that they have a clear understanding of the requirements of the assessment and marking grids.

Assessment evidence

- Each learner must complete a brief, non-assessed account outlining their artistic intentions on the appropriate form (Component 2: Artistic intentions).
- This should be given to the examiner on arrival.
- All performances must be audio-visually recorded by the centre and sent to WJEC within two weeks of the assessment with a time sheet.
- Learners, including design candidates, must be clearly identified by name and candidate number at the start of each group performance.
- The recording must be of all the performances (with candidates clearly identified at the start of each) which have been assessed live by the visiting examiner. The recording of each piece must be unedited and of the complete performance from start to finish and filmed from the audience position.
- A copy of all assessment work must be made and kept securely until the deadline for a review of moderation has passed.

Figure 3. Drama planned dates

Subject	Year Group	Element 1	Completion Month	Year	Marks Submitted
Drama	11	Component 1 (Devising Theatre)	December	2020-21	24th March

AQA MODERN FOREIGN LANGUAGES: ORAL EXAM (8658 & 8698)

For Summer 2021 ONLY

An update to the Summer 2021 examination series only has confirmed that there will be an endorsement reported on a 3-point scale (pass, merit and distinction) against common

assessment criteria. Students' speaking skills will be assessed by teachers during the course of study and the endorsement level of pass, merit or distinction will be reported alongside the 9-1 grade.

Planning and organisation

- Detailed instructions for the teacher will be issued prior to the test period.
- Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.
- A window of up to five weeks will be timetabled for the test. Students can be tested at any time during this window.
- The window will be timetabled to run in April and May.
- The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests.
- The speaking test must be stored in the Exam secure storage and signed in and out.
- The Teacher's Booklet will contain a Speaking Test Sequence Chart which will show which Role-Play and Photo Card each student must be allocated and which themes will be covered in the General Conversation part of the test.
- The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.
- Teachers will need to be off timetable for the required amount of time to conduct the speaking tests.

Conducting the test

- The test is conducted and audio-recorded by the teacher but externally marked by an AQA examiner.
- Two rooms must be made available: the preparation room and the conduct room.
- There must be an invigilator present in the preparation room.
- There may be more than one student in the preparation room, but absolutely no communication should be made.
- The acoustics of the conduct room should be tested out in advance with the recording device. A carpeted room will work best.
- Both rooms should be sufficiently close to each other in a quiet area of the school, but students in the preparation room should not be able to hear those in the conduct room.
- All language posters and any visual aids should be removed from both rooms.
- The audio should be recorded with a recording device that has been tested in advance of the test.
- A stop watch must be used by the teacher in order to maintain good time management during each component of the test.

After the test

- The MP3 sound files should be transferred to a memory stick or CD.
- The name of each sound file should include: the component code, centre number and candidate number.
- The memory stick or CD should be clearly labelled with the component code and centre number.
- The memory stick or CD should be packaged securely with bubble wrap and sent to the AQA examiner along with attendance list.
- A copy of all files should be kept at the centre in case of loss or damage.

Student Notes

- Students will be allowed to make notes, on an additional answer sheet, during their supervised preparation time and take them into the exam room to use during the test.
- There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain.
- They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test.
- The notes must be stored under secure conditions by the Head of Department until results day, after which they must be disposed of.

Figure 5. MFL planned dates

Subject	Year Group	Element 1	Completion Month	Year	Marks Submitted
MFL	11	Speaking Assessment Teacher Assessed	April - May	2021	7th May 2021

OCR GCSE Music (J536)

For Summer 2021 only

- *The Practical Component is being removed.*
- *Only one performance piece and one composition are now required as part of the Integrated Portfolio.*
- *There will no longer be a requirement for an ensemble performance piece, although they may still be submitted.*
- *The minimum durations will be reduced for both performance and composition.*
- *With the repository option for moderation, learners must take Integrated Portfolio option (01) and Listening and Appraising examination (05).*

Planning and organisation

- For each learner, recordings of one solo performance (Integrated Portfolio) and one ensemble performance (Practical Component) need to be submitted with a combined duration of at least 4 minutes (the ensemble needs to be at least one minute).
- For each learner, the total length of composition (required in both components must have a combined duration of at least 3 minutes.
- Both the integrated portfolio and practical component are internally assessed and externally moderated.
- Learners can perform several short pieces for either or both components.
- Both performances must be completed in the academic year in which certification will take place.
- Two compositions must be submitted: one to a learner determined brief (integrated) and one to a brief set by OCR (practical).
- The performance and composition for all components must be completed under supervised conditions within the centre to ensure the authenticity of the learners submission.
- Teachers must declare that the work submitted for internal assessment is the learner's own work by submitting a centre authentication form for each internally-assessed component. This should be sent to the moderator at the same time as the marks.
- Work needs to be stored securely by the Head of Department and pupils must not share work.

Marking, standardisation and moderation

- Dates and deadlines for preparatory work must be set by the centre in order to facilitate the completion of marking, internal standardisation and appeals in line with the Goldington Academy Internal Appeals policy.
- Candidates must be informed of marks they are awarded internally.
- Deadlines will be set to allow for centre to accommodate reviews of marking.

Other

- The centre must send a complete and unedited audio recording of the supervised performance (Integrated).
- A copy of the score or lead sheet should be supplied for each performance.
- Compositions should be submitted in a recorded form and accompanied by a score, lead sheet or written account of the composition which has been produced by the learner (an annotated screen shot can be included in a written account) (practical).
- The composition can also be recorded and assessed as a playback from an ICT software sequencing or notation package. Details of the software used should be supplied.

- Briefs for compositions will be available to centres on 1st September of the academic year in which the learner certificates.
- Once marks have been submitted to OCR, centres will receive a moderation sample request.
- Samples will be submitted via the OCR Repository.

Figure 6. Music planned dates

> To be updated once OCR have published dates

OCR PE (J587)

For Summer 2021 only

- *Students taking GCSE Physical Education in Summer 2021 will only need to be assessed in **two** activities. Both activities must be from the approved list of sports.*
- *Remote moderation using filmed evidence for all activities is permitted. There will be no moderation visits from OCR.*

Internal Assessment

Learners are internally assessed, externally moderated through the NEA in **three** practical activities and **one** Analysing and Evaluating Performance task (AEP).

Practical Activities

- The learner is assessed performing their chosen activities using the practical activity assessment criteria in conjunction with specific details provided for each activity.
- Learners complete logs of competitive participation in their activities/sports to show their frequency and level of participation. These may be called upon as supporting evidence, for example to support a special consideration application for injury.
- For the practical performances, teachers will be able to design their own tasks according to the assessment criteria and specific activity information provided by OCR.
- For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.
- One member of staff should be designated as being responsible for all GCSE (9–1) Physical Education marks. This designated member of staff will be responsible for ensuring that comparability across all activities, all learners and all persons awarding marks is achieved.
- Each learner must produce individual and authentic evidence for the tasks.
- Learners will complete all work for assessment under direct teacher supervision except where the activity is off-site and is therefore under the supervision of a specialist coach or instructor.

Exams Non-examination Assessment

Marking, standardisation and moderation

- Any activity that cannot be reasonably moderated live is defined as being 'off-site'. Centres must provide filmed evidence of all learners assessed in off-site activities**.**
- All learners and all activities performed for moderation must be recorded. This filmed evidence will be required if a review of moderation is later requested.
- Learners' final marks must be despatched to the moderator and to OCR by March 31 of the year they have entered for moderation in.
- Students must be notified of their marks in line with the Goldington Academy Internal Appeals policy.
- Centres must arrange for the filming of all learners involved in moderation, on the day of moderation. All performances the moderator sees on the day of moderation must be recorded as they happen. All learners must be clearly identifiable in the footage recorded.
- Parental consent must be obtained for these recording to be sent to the moderator.
- Filmed evidence must be sent to OCR within 10 working days of the moderation day and will be used (alongside film of any offsite activities) if a review of moderation is later requested.
- Moderation takes place as part of a cluster group, as a group of centres you have the choice either to film your own students and each send an individual video, or to film everything as a cluster and send in one video showing all students.
- You must complete a cover sheet – one per centre – these coversheets must be sent in with your video evidence.

Other

- The evidence should be in DVD/electronic format and compatible with VLC media player.
- Learners must be clearly identified in the footage, per activity, by lettered or numbered bib. The numbers must be shown against the learner's name on any relevant forms or paperwork which accompanies the filmed activities and ideally there should be an accompanying commentary, which clearly identifies learners.

Analysing and Evaluating Performance (AEP)

- The Head of department will ensure that candidates are given 14 hours of classroom time to complete the task set by the awarding body.
- Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.
- Supervision is confined to (i) ensuring that the contributions of individual learners are recorded accurately, and (ii)   ensuring that plagiarism does not take place.
- The supervisor may provide limited guidance to learners.
- Pupils are allowed to use ICT to research and produce their action plans

Marking, standardisation and moderation

- The subject teacher will ensure that marks are provided to students in line with the Goldington Academy Internal Appeals policy.
- The subject teacher will ensure that samples of candidates work are provided to the awarding body for monitoring purposes to the external deadline.
- Pupils may conduct research independently where appropriate, but should produce their written work under direct teacher supervision.
- Any sources used must be referenced and subject teachers should check to authenticate their work.
- The designated member of staff responsible for all GCSE (9-1) PE marks must be able to authenticate the work of all learners and insist on acknowledgement and referencing of any sources used.

Other

- The Head of department will be responsible for retaining the work between sessions and make sure the final work is completed within the allocated hours.
- The work will be stored in a locked filing cabinet within the PE office.

Figure 7. PE Planned dates

To be updated once OCR have published their dates

AQA Design Technology (8552)

For Summer 2021 only

There is no longer a requirement for the full production of a full prototype which will allow teachers to make the best use of teaching time.

Planning and organisation

- Students should produce at least one final made prototype, based on a design brief which will arise from investigating one of three Contextual Challenges set by AQA.
- The subject teacher will ensure that pupils have 30-35 hours (recommended) of classroom time.
- The subject teacher can only provide generic feedback to pupils rather than individual feedback.
- Evidence: Written or electronic design portfolio with photographic evidence of final prototype(s). Approximately 20 pages of A3, digital or A4 equivalent.
- Students must sign the Candidate Record Rorm (CRF) to confirm that the work submitted is their own.
- All teachers who have marked a student's work must sign the declaration of authentication on the CRF (this is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by the specification).
- Teachers must ensure that a CRF is attached to each student's work.

The Exam

- All practical work that is submitted for assessment must be completed under direct supervision. If a student needs to undertake some work that cannot be completed in school/college no credit can be given for the work undertaken off site.
- The subject teacher must ensure that they are familiar with the prototype before it is taken off site and also verify it after any off site work has been completed to ensure that the only work that has been completed off site is what has been discussed beforehand.
- Students must have sufficient direct supervision for the written element to ensure that the work submitted can be confidently authenticated as their own. If a student receives additional assistance and this is acceptable within the guidelines for this specification, the subject teacher should award a mark that represents the student's unaided achievement.

Marking, standardisation and moderation

- The teacher must show clearly how marks have been awarded against the marking criteria.
- The subject teachers comments will help the moderator see, as precisely as possible, where the teacher think the students have met the marking criteria. The subject teacher must record their comments on the CRF.
- The students must be notified of their marks in line with the Goldington Academy Internal Appeals Policy.
- The subject teacher will ensure that samples of candidates work are provided to the awarding body for monitoring purposes to the external deadline.
- AQA will return the students work to the centre.

Other

- Students work will be secured in a locked cupboard between room 8-9 whilst not in use.
- Students' work must be kept under secure conditions from the time that it is marked, with CRFs attached.
- After the moderation period and the deadline for enquiries about results (or once any enquiry is resolved) work may be returned to students.

Figure 8. DT Planned dates

Subject	Year Group	Element 2	Completion Month2	Year2	Marks Submitted 2
DT	11	Assessment	February	2021	7th May 2021

OCR Creative iMedia (J817)

For Summer 2021 only

Candidates can produce the work at home. As part of the internal assessment process, Goldington Academy will do the following before they submit work for moderation:

- *For each assessment task, set specific timescales for the work to be started and finished. This must specify times and dates, and should be in days rather than weeks. The centre staff responsible for assessing the qualification must check on candidates' progress regularly, especially where tasks might take some time to complete. If the teacher who normally assesses the unit cannot check on progress, another member of the teaching staff can do this. (Keep a record of the times and dates and which candidates are producing work from home, for which unit(s) and learning outcomes or assessment criteria).*
- *Make sure any output produced remotely matches the candidate's overall performance in the qualification. Goldington Academy will make a record of the notes prepared for internal standardisation and the minutes of internal standardisation meetings.*
- *If there are any concerns about the authenticity of work, hold a follow-up discussion with the candidate. This is to check their understanding to help decide whether work is authentic. (Keep a record of the questions you ask and notes on the candidate's responses).*
- *Keep a copy of all evidence of the measures taken to support candidates' declaration of authenticity.*
  - *Remind candidates about malpractice when producing work at home. For example: what plagiarism is*
  - *how to reference sources*
  - *how referenced work is meant to be used to support the candidate's own thinking.*

For work that would normally be completed in the centre under direct supervision, candidates should only work elsewhere if it is the only option that allows the assessment to be completed.

Planning and organisation

- This qualification consists of one written exam and 3 centre assessed units.
- The duration of the assessment for centre assessed units is included in the guided learning hours for the unit.
- Centre assessed work should be completed in the course of normal curriculum time.
- Teachers must ensure learners are clear about the tasks they are to undertake and the criteria they are expected to meet.
- Each learner must produce individual and authentic evidence for each task within the assignment.
- Teachers may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made.
- Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- Teachers should exercise continuing supervision in order to monitor progress and prevent plagiarism.
- Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, testing etc. As with all centre assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own.
- Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment.

Exams Non-examination Assessment

Administration

- A completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
    - – centre number
    - – centre name
    - – candidate number
    - – candidate name
    - – unit code and title
    - – assignment title.
- Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.
- The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.
- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy.
- Marks will be submitted by the Exams Officer in accordance with OCR deadlines.

Moderation

- Moderation will be Postal.
- Once marks have been submitted, the centre will be informed which work will make up the sample.
- The sample will be retained in the centre ready for the moderation visit.
- All other work must be available should the moderator wish to see it.

Other

- All learners work must be stored securely on the network or in a lockable cupboard until after review of results.

Figure 9. iMedia planned dates

To be updated once OCR have published their dates.

OCR Health and Social Care (J811)

For Summer 2021 only

Candidates can produce the work at home. As part of the internal assessment process, Goldington Academy will do the following before they submit work for moderation:
- *For each assessment task, set specific timescales for the work to be started and finished. This must specify times and dates, and should be in days rather than weeks. The centre*

staff responsible for assessing the qualification must check on candidates' progress regularly, especially where tasks might take some time to complete. If the teacher who normally assesses the unit cannot check on progress, another member of the teaching staff can do this. (Keep a record of the times and dates and which candidates are producing work from home, for which unit(s) and learning outcomes or assessment criteria).

- *Make sure any output produced remotely matches the candidate's overall performance in the qualification. Goldington Academy will make a record of the notes prepared for internal standardisation and the minutes of internal standardisation meetings.*
- *If there are any concerns about the authenticity of work, hold a follow-up discussion with the candidate. This is to check their understanding to help decide whether work is authentic. (Keep a record of the questions you ask and notes on the candidate's responses).*
- *Keep a copy of all evidence of the measures taken to support candidates' declaration of authenticity.*
  - *Remind candidates about malpractice when producing work at home. For example: what plagiarism is*
  - *how to reference sources*
  - *how referenced work is meant to be used to support the candidate's own thinking.*

For work that would normally be completed in the centre under direct supervision, candidates should only work elsewhere if it is the only option that allows the assessment to be completed.

Planning and organisation

- This qualification consists of one written exam and 3 centre assessed units.
- The duration of the assessment for centre assessed units is included in the guided learning hours for the unit.
- Centre assessed work should be completed in the course of normal curriculum time.
- Teachers must ensure learners are clear about the tasks they are to undertake and the criteria they are expected to meet.
- Each learner must produce individual and authentic evidence for each task within the assignment.
- Teachers may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made.
- Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- Teachers should exercise continuing supervision in order to monitor progress and prevent plagiarism.
- Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, testing etc. As with all centre assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own.
- Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment.

Administration

- A completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
  - o – centre number
  - o – centre name
  - o – candidate number
  - o – candidate name
  - o – unit code and title
  - o – assignment title.
- Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.
- The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.
- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy.
- Marks will be submitted by the Exams Officer in accordance with OCR deadlines.

Moderation

- Moderation will be postal.
- Once marks have been submitted, the centre will be informed which work will make up the sample.
- The sample will be retained in the centre ready for the moderation visit.
- All other work must be available should the moderator wish to see it.

Other

- All learners work must be stored securely on the network or in a lockable cupboard until after review of results.

Figure 10. Health and Social Care planned dates

To be updated once OCR have published their dates.

WJEC Hospitality and Catering (5569)

For Summer 2021 only

Planning and organisation

- Each model assignment will specify the total amount of time available for summative assessment. Goldington Academy has the discretion for how that time is allocated to each task.
- The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.
- Learners must normally be supervised by a teacher whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required.
- Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Administration

- Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Teachers should not provide input or guidance to learners during the controlled assessment time.
- Learners can review and redraft evidence independently within the time controls for the assessment.
- Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.
- Teachers must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.
- Group work may be allowed and will be indicated on the model assignment. Particular guidance for group work must be followed.

Moderation

- Goldington Academy will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.
- Postal moderation will take place each year in June.
- The relevant paperwork must be returned with the samples.
- Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation.
- WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.
- Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series.
- Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation (in line with the Goldington Academy Internal Appeals Policy)

Exams Non-examination Assessment

Figure 11. Hospitality and Catering planned dates

Subject	Year Group	Element 2	Completion Month2	Year2	Marks Submitted 2
Hospitality & Catering	11	Assessment	April	2021	5th May 2021

OCR Enterprise and Marketing (J819)

For Summer 2021 only

Candidates can produce the work at home. As part of the internal assessment process, Goldington Academy will do the following before they submit work for moderation:

- *For each assessment task, set specific timescales for the work to be started and finished. This must specify times and dates, and should be in days rather than weeks. The centre staff responsible for assessing the qualification must check on candidates' progress regularly, especially where tasks might take some time to complete. If the teacher who normally assesses the unit cannot check on progress, another member of the teaching staff can do this. (Keep a record of the times and dates and which candidates are producing work from home, for which unit(s) and learning outcomes or assessment criteria).*
- *Make sure any output produced remotely matches the candidate's overall performance in the qualification. Goldington Academy will make a record of the notes prepared for internal standardisation and the minutes of internal standardisation meetings.*
- *If there are any concerns about the authenticity of work, hold a follow-up discussion with the candidate. This is to check their understanding to help decide whether work is authentic. (Keep a record of the questions you ask and notes on the candidate's responses).*
- *Keep a copy of all evidence of the measures taken to support candidates' declaration of authenticity.*
  - *Remind candidates about malpractice when producing work at home. For example: what plagiarism is*
  - *how to reference sources*
  - *how referenced work is meant to be used to support the candidate's own thinking.*

For work that would normally be completed in the centre under direct supervision, candidates should only work elsewhere if it is the only option that allows the assessment to be completed.

Planning and organisation
- This qualification consists of one written exam and 2 centre assessed units.
- The duration of the assessment for centre assessed units is included in the guided learning hours for the unit.

- Centre assessed work should be completed in the course of normal curriculum time. However, during periods of lockdown, pupils can complete work at home.
- Teachers must ensure learners are clear about the tasks they are to undertake and the criteria they are expected to meet.
- Each learner must produce individual and authentic work for each task within the assignment.
- Teachers may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made.
- Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- Teachers should exercise continuing supervision in order to monitor progress and prevent plagiarism.
- Some of the work, by its very nature, may be undertaken outside the centre, for example, market research. As with all centre assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own.
- Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment.
- Goldington Academy will allow for the head of department/subject teacher to be with learners when they are pitching. Goldington Academy, also recognises that pupils will need a suitable space to pitch and that two adults must be available to grade the pitches and the adults will be advised by the head of vocational subjects and head of department.
- Goldington Academy will allow learners a preparation space and time to prepare before their pitches. Goldington Academy understands that pupils will have to come out of other lessons to prepare for and deliver their pitch. This will be communicated to all staff by the head of department.

Administration

- A completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
  - o – centre number
  - o – centre name
  - o – candidate number
  - o – candidate name
  - o – unit code and title
  - o – assignment title.
- Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.
- The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.
- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy.
- Marks will be submitted by the Exams Officer in accordance with OCR deadlines.

Exams Non-examination Assessment

- The pitch dates will be confirmed closer to the time but is expected to be around Easter, for pupils in Year 11.
- Learners will be reminded to keep work in their timed access folders. Goldington Academy takes no responsibility for work that is lost. The teacher will scan any work on paper and save it to the learner's folders. Work that is to be scanned, must be placed into the correct area in student services.

Moderation
- Once marks have been submitted, the centre will be informed which work will make up the sample.
- The sample will be retained in the centre ready for postal moderation.
- All other work must be available should the moderator wish to see it.

Figure 12. Enterprise and Marketing planned dates

To be updated once OCR have published their dates.

OCR Sports Studies (J813)

For Summer 2021 only

Candidates can produce the work at home. As part of the internal assessment process, Goldington Academy will do the following before they submit work for moderation:
- *For each assessment task, set specific timescales for the work to be started and finished. This must specify times and dates, and should be in days rather than weeks. The centre staff responsible for assessing the qualification must check on candidates' progress regularly, especially where tasks might take some time to complete. If the teacher who normally assesses the unit cannot check on progress, another member of the teaching staff can do this. (Keep a record of the times and dates and which candidates are producing work from home, for which unit(s) and learning outcomes or assessment criteria).*
- *Make sure any output produced remotely matches the candidate's overall performance in the qualification. Goldington Academy will make a record of the notes prepared for internal standardisation and the minutes of internal standardisation meetings.*
- *If there are any concerns about the authenticity of work, hold a follow-up discussion with the candidate. This is to check their understanding to help decide whether work is authentic. (Keep a record of the questions you ask and notes on the candidate's responses).*
- *Keep a copy of all evidence of the measures taken to support candidates' declaration of authenticity.*
  - *Remind candidates about malpractice when producing work at home. For example: what plagiarism is*
  - *how to reference sources*
  - *how referenced work is meant to be used to support the candidate's own thinking.*

Exams Non-examination Assessment

For work that would normally be completed in the centre under direct supervision, candidates should only work elsewhere if it is the only option that allows the assessment to be completed.

Planning and organisation

- This qualification consists of one written exam and 3 centre assessed units.
- The duration of the assessment for centre assessed units is included in the guided learning hours for the unit.
- Centre assessed work should be completed in the course of normal curriculum time.
- Teachers must ensure learners are clear about the tasks they are to undertake and the criteria they are expected to meet.
- Each learner must produce individual and authentic evidence for each task within the assignment.
- Teachers may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made.
- Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- Teachers should exercise continuing supervision in order to monitor progress and prevent plagiarism.
- Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, testing etc. As with all centre assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own.
- Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment.

Administration

- A completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
  - – centre number
  - – centre name
  - – candidate number
  - – candidate name
  - – unit code and title
  - – assignment title.
- Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.
- The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.
- Students must be informed of their marks in line with the Goldington Academy Internal Appeals Policy.

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- Marks will be submitted by the Exams Officer in accordance with OCR deadlines.

Moderation
- Moderation will be Postal.
- Once marks have been submitted, the centre will be informed which work will make up the sample.
- The sample will be retained in the centre ready for the moderation visit.
- All other work must be available should the moderator wish to see it.

Other
- All learners work must be stored securely on the network or in a lockable cupboard until after review of results.

Figure 13. Sports Studies planned dates

To be updated once OCR have published their dates.

Pearson BTEC Tech Award in Travel and Tourism

Planning and organisation

- Components 1 and 3 are assessed through internal assessment and comprise of assignments that are subject to external standards verification.
- Pearson provide authorised assignment briefs and guidance in each component which can be adapted to local contexts as long as these assessments provide valid and rigorous final summative assessment of each component.
- Both components are worth 30% of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.
- The assessment team comprises a 'Lead Internal Verifier who have responsibility for planning, record keeping and standard setting for the qualification; and Internal Verifiers who check that assignments and assessment decisions are valid and meet requirements
- Component 2 is externally assessed by a written assessment set and marked by Pearson. The assessment is 2 hours in length and contains both short and long answer questions.
- This component is worth 40% of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.
- The assessment availability is twice a year in February and May/June.
- Sample assessment materials are made available to help prepare learners for the assessment.

Administration

- Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period.
- Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.
- Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.
- An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.
- Assessors must complete a declaration that the evidence submitted is the learners own, the learner has clearly referenced any sources used in the work and that they understand that false declaration is a form of malpractice.
- Centres can use Pearson templates or their own to document authentication.
- The Lead IV can approve one opportunity for learners to resubmit improved evidence; this resubmission must have a deadline within 15 days in the same academic year.

Moderation

- Results will be via EDI/A2C or Edexcel Online for every learner registered who has achieved unit success.
- Results will also be returned for any student that has withdrawn from the programme.
- Success on units should only be reported where all requirements have been met.
- Results should be reported upon completion of the last internally assessed unit, even if there is an externally assessed unit results outstanding.
- For awards to be issued by 15 August, completed leaner programmes need to be submitted by 5 July.
- The Quality Management is completed annually where a Centre Quality Reviewer will look at the centre's systems and processes.
- The designated Lead Internal Verifier takes overall responsibility for assessment and quality assurance. There can only be one Lead Internal Verifier and is responsible for the co-ordination of internal verification and the standard of assessment.
- In regards to Standards Verification a Standards Verifier is allocated to the course and this process must be completed successfully for certification to be released.

BTEC Blended Learning Policy

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience and to be able to continue to deliver the course in the event of an individual pupil or group of pupils who are isolating or a local or national lockdown due to the Covid-19 pandemic.

Aims:

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

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- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. All remote sessions will be delivered via Teams or Show my homework. Both of these platforms are password protected.
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- Ensure the setting of assignments is undertaken in the face-to-face sessions wherever possible and that deadlines are clear.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Learners will self-authenticate to confirm that the work they produce whilst working remotely is solely theirs.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.

BTEC Distance Learning Policy

- We are not currently engaging in distance learning for any students.

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*	EO / Tech
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*	QA Lead
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*	Subject teachers
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*	SLT
Issuing of tasks		
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*	Subject teacher / EO
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*	EO

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*	SLT
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	*Ensures the candidate's presentation does not form part of the sample which will be recorded* *Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample*	EO / Subject Teacher

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*	Subject teacher
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 insufficient for number of candidates* *Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)*	Subject teacher / EO / Tech / Cover 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*	Subject Lead / SLT
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 (section 9 Malpractice) are followed* *An internal investigation and where appropriate internal disciplinary procedures are followed*	SLT
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate*	EO / SENDCo
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 records and sign-off to confirm monitoring activity* *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*	QA Lead
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*	QA Lead

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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*	SLT / EO
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*	Subject teacher
Candidate moves to another centre during the course	*Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place*	EO
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*	EO / Subject teacher
Resources		
A candidate augments notes and resources between formally supervised sessions	*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*	Subject teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	*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*	Subject teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	*Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory* *Where limits are for guidance only, candidates are discouraged from exceeding them* *Candidates confirm/record any information provided to them on word or time limits is known and understood*	Subject teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	*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*	Subject teacher
Authentication procedures		

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A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	*Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work* *Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments* *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* *The candidate's work is not accepted for assessment* *A mark of zero is recorded and submitted to the awarding body*	Subject teacher
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*	Subject teacher / EO
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*	QA Lead
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*	Subject teacher
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/internal audit ensures subject teacher use of appropriate secure storage*	QA Lead / EO
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*	QA Lead / SLT
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*	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*	EO
Task marking – internally assessed components		
A candidate submits little or no work	*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*	Subject Teacher / EO
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work*	EO
The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work*	EO

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Candidate malpractice is discovered	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed* *Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed* *Appropriate internal disciplinary procedures are also followed*	EO
A teacher marks the work of a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	*A conflict of interest is declared by informing the awarding body that a teacher preparing/teaching said child at the start of the course* *Marked work of said child is submitted for moderation whether part of the sample requested or not*	EO
An extension to the deadline for submission of marks is required for a legitimate reason	*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 (section 5), to determine eligibility and the process to be followed for non-examination assessment extension*	EO
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding body is contacted for guidance* *Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates*	EO
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	*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 to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks* *Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body*	Subject teacher / EO
Deadline for submitting work for formal assessment not met by candidate	*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* *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*	Subject teachers
Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year* *Reminders are issued through senior leaders/subject heads as deadlines approach* *Records confirm deadlines known and understood by subject teachers* *Where appropriate, internal disciplinary procedures are followed*	Subject lead / SLT / EO
Subject teacher long term absence during the marking period	*See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)*	

Exams Non-examination Assessment