

023 Examinations and Controlled or Non-examination assessment Policy



Moseley School
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Aim of this Plan

To ensure all pupils have equal access to examination systems and that key responsibilities regarding examinations and controlled or non-examination assessment are clearly mapped out.

Principles

Moseley School and Sixth Form must have a fair, robust and coherent examinations and controlled or non-examination assessment process which supports student progress and long term economic wellbeing. Examination and controlled or non-examination assessment processes must adhere to JQC (Joint Qualifications Council) guidance to ensure outcomes for students are validated and secure. External deadlines for examination entries must be strictly followed to ensure value for money for the school.

Core Roles and Responsibilities

Examinations Officer

- The Examinations Manager is responsible for exam entry with boards, organising logistics of setting up exam rooms, communicating queries regarding results with exam boards and the training and deployment of Examination Invigilators.

Examination Invigilators

- The Examination Invigilators are responsible for the supervision of students during examinations, ensuring examination procedures are adhered to and being vigilant for evidence of malpractice.
- Responsible for checking the identity of all candidates from photographs on seating cards.

SLT link

- The SLT link has responsibility for overview of exams process, liaison with HoFs and line manages the Examinations Manager.

HoFs

- HoFs are responsible for providing accurate and timely exam entries based on data, ensuring Controlled or non-examination Assessment procedures are followed by staff in their faculty and raising queries about examination results to the Examinations Manager.

Form Tutors

- Form Tutors are responsible for issuing exam timetables and exam expectations, ensuring students sign for them.

SENCO

- The SENCO is responsible for providing evidence of additional provision entitlement for pupils with additional need to the Examinations Officer.

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EAL Co-ordinator

- The EAL Co-ordinator is responsible for providing evidence of additional provision entitlement for pupils with EAL to the Examinations Officer.

Students

- Students are responsible for their own examinations timetable and equipment needed for examinations.
- Students must ensure they arrive in advance of the examination in correct uniform and have fully prepared for their examination.
- Students must check their statement of entry and examination timetable and raise any issues with the Examinations Officer.

Parents / Carers

- Parents/ Carers are responsible for supporting their child in being prepared for examinations and providing medical evidence/ other documentation if exams are missed due to a serious incident.
- Parents/ Carers are responsible for supporting their child in attending all examinations on time and in correct uniform.

Governors

- Responsible for holding the school to account over examination processes.

This policy operates in accordance with the schools published Equality Policy.

Reviewed by:	Governing Body
Date:	November 2017
Date of next review:	November 2020

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Examinations Procedures

Procedures:

We are committed to offering equal access to all candidates to the examinations system as laid down by the Code of Practice produced by the Joint Council for Qualifications (JCQ) for GCSE, GCE and BTEC plus any other relevant qualifications and examinations.

Responsibilities

HoFs are responsible for providing accurate and timely entry data as and when requested by the Examinations Officer. HoFs should base exam entries on any relevant prior data and all decisions should be taken in the best interest of the student. HoFs must also check entries to ensure they are accurate, once they have been processed by the Examinations Officer. HoFs may ask for papers to be remarked or ask for 'special consideration', this should be done in liaison with the Examinations Officer and with the Headteacher's permission.

HoFs are also responsible for all Controlled or non-examination Assessment processes being followed accurately and fairly in their faculty area, with all work being stored securely when completed.

Late exam entries will not be accepted unless the Headteacher approves and any late fees may be taken from departmental budgets. In cases where the HoF has been negligible, disciplinary action may occur.

The Examinations Officer is responsible for communicating deadlines for exam entries, communicating expectations to pupils and staff, processing exam entry information, organising the logistics of the examinations including producing exam cards with an ID photo of the student to ensure the identity of the candidate and line managing all exam invigilators. All new invigilators are to be observed within 6 months and thereafter annually. In addition to this, the Exams Officer is responsible for the safe and secure storage of exam papers and materials and the dispatch of papers to exam boards for assessment, as well as logging remark requests.

The SLT link is responsible for having an overview of the examinations processes; line managing the Examinations Officer and being a link to HoFs. The SLT links will raise issues regarding exam processes with HoFs and if a serious issue, with the appropriate SLT member linked to that subject area. The SLT link will also co-ordinate examinations support and liaise with the school Business Manager to ensure examinations facilities are suitable.

Students are responsible for their examinations timetable, equipment and attending the examinations on time. If a student fails to attend an examination without a reason deemed suitable, they may be liable for the cost of the examination.

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Parents of students are responsible for providing documents from appropriate bodies if examinations are missed due to a serious incident.

Students with Additional Need

Students with additional need should be assessed using the relevant criteria by the SEN/ EAL department. The school SENCO has responsibility for pupils with SEN, the EAL Co-ordinator for students with EAL. This should be done as far in advance of external exams as possible to allow suitable resources to be available. The Code of Practice should be referred to in relation to appropriate rooming of pupils with additional needs as well as the role of scribes and readers.

Results

Results will only be issued on the day notified by the examination boards. Candidates will be able to collect their results in person from the school on the day of publication. They will be notified of the date and time. Candidates will be required to provide the Examinations Office with a SAE for results to be sent to their home address.

Another person may collect a candidate's results on their behalf on production of a signed letter by the candidate.

Enquiries About Results (EAR) and Appeals

- Staff may wish to be available on results days to assist candidates, but any application for Post Results Services must be made via the Examinations Officer.
- Any request for a review of marking must be supported by a member of the teaching staff and accompanied by a consent form signed by the candidate. Candidates should be made aware that EAR's can result in marks/grades being raised, confirmed or lowered.
- HoFs should inform the Examinations Officer during the first week of September if it is felt that a review of marking/re-moderation will be requested (at least 5 working days before the published deadline for EAR's). The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.
- Candidates who wish to request a review of marking, which is not supported by the staff, may do so, after discussion with subject staff, but will have to pay the necessary fees to the AB.
- Outcomes following EAR's will be forwarded by the Examinations Officer to the student as soon as they have been received from the AB
- Any candidate who remains dissatisfied after an EAR may appeal.
- If Candidates are unable to resolve an issue with the centre they have right to appeal to the AB.

External Candidates

Moseley will not normally allow external candidates to sit examinations. Any requests initially go to the Exams Officer who will consult with the SLT link.

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Malpractice

Moseley School and Sixth Form use the JCQ guidelines and definition of 'malpractice' and will report any instances of suspected malpractice to the exam board who will make the final decision on outcomes for the student. A full written account of the incident will be sent to the exam board and the candidate will be notified they are being reported for alleged malpractice.

Malpractice "any act, default or practice which is a breach of [AB] regulations, or which compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of the certificates; and/or damages the authority, reputation or credibility of any AB or Centre or any officer, employee or agent of any AB or Centre."

Controlled or Non-examination Assessment

Moseley School and Sixth Form is committed to following the JCQ guidelines on Controlled or Non-examination Assessment.

What are non-examination assessments?

"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."*

1. It is the responsibility of each Head of Faculty to obtain the controlled or non-examination assessment task details from the exam boards.
2. The Head of Faculty should choose the most appropriate time for the controlled or non-examination assessment to take place.
3. The Controlled or non-examination Assessment may take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.

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7. Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
8. All assessment materials must be locked in a suitable secure cabinet at the end of each session.
9. Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled or non-examination assessment must be made at the appropriate time.
13. Attendance records from assessment sessions should be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
15. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
17. If suspected malpractice occurs, the Exams Officer must be informed.
18. If a student's work is lost within the school, this must be reported to the exam board.
19. Authentication forms must be signed by the teachers and candidates.
20. Access arrangements do apply to controlled or non-examination assessment.
21. The assessment marks must be submitted to the exam board by the appropriate date.
22. Candidates' work must be securely stored as in 8 above until all results have been verified.
23. Re-sits of controlled or non-examination assessment may be allowed in the next exam session.
24. After the results are published it may be possible to request a re-moderation of the work

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Appeals against internal assessment decisions (centre assessed marks)

1. This procedure confirms Moseley School and Sixth Form's compliance with JCQ's General Regulations for Approved Centres 2017-2018, section 5.8 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."
2. Certain components of GCSE and GCE qualifications (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.
3. On being informed of their centre assessed marks, if a candidate believes that the correct procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.
4. Moseley School and Sixth Form will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
5. Moseley School and Sixth Form will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
6. Moseley School and Sixth Form will, having received a request for copies of materials, promptly make them available to the candidate within 2 calendar days.
7. Moseley School and Sixth Form will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
8. Requests for reviews of marking must be made in writing within 3 calendar days of receiving copies of the requested materials by completing the internal appeals form.
9. Moseley School and Sixth Form will allow 5 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
10. Moseley School and Sixth Form will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
11. Moseley School and Sixth Form will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
12. The candidate will be informed in writing of the outcome of the review of the centre's marking.

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13. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
14. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Moseley School and Sixth Form and is not covered by this procedure.

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Management of issues and potential risks associated with controlled or non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	Teacher
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. 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</i>	Head of Faculty
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	Teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Faculty
Issuing of tasks		
Task for legacy specification given to candidates undertaking new	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for</i>	

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specification	<i>new specifications</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Head of Faculty
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> <i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Teacher
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Teacher
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Faculty
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course</i> <i>Assessment dates/periods included in centre wide calendar</i>	Head of Faculty
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Head of Faculty

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Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Head of Faculty
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Head of Faculty and Exams Officer
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	Teacher
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures 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</i>	Head of Faculty

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	<i>on their work</i>	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	Head of Faculty
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	Exams Officer
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Teacher
Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for</i></p>	Teacher

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	<i>candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Head of Faculty
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Exams Officer
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i>	Teacher

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	<i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where 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</i>	Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Teacher, Head of Faculty, Exams Officer
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other	<i>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</i>	Head of Faculty and Exams Officer

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material	<i>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</i>	
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments 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</i>	Teacher
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	Head of Faculty
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Head of Faculty and Exams Officer
Adequate secure storage not	<i>Records confirm adequate/sufficient secure storage is available to</i>	Head of Faculty

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available to subject teacher	<i>subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Head of Faculty
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body 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</i>	Head of Faculty
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	Head of Faculty
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Head of Faculty and Exams Officer
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are</i>	Exams Officer

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	<p><i>followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	
A teacher marks the work of his/her own child	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	Exams Officer
An extension to the deadline for submission of marks is required for a legitimate reason	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<p><i>Awarding body is contacted for guidance</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i></p>	Exams Officer
A candidate wishes to appeal the marks awarded for their work by their teacher	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an</i></p>	Exams Officer

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	<i>appeal prior to the submission of marks to the awarding body</i>	
Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	Head of Faculty and Exams Officer
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	Head of Faculty and Exams Officer
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	Head of Faculty

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