



**THE  
PORTSMOUTH  
GRAMMAR  
SCHOOL**

## **The PGS Non-Examination Assessment Policy 2024-2025 (Senior School)**

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## The PGS Non-Examination Assessment Policy 2024-2025 (Senior School)

### 1. What is the scope of this policy?

This policy applies to the delivery of GCE and GCSE specifications which contain a component(s) of non-examination assessment.

*“The regulator’s definition of an examination is very narrow. In effect any type of assessment that is not:*

- *set by an awarding body*
- *designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and*
- *taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment*

*is classified as a 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 (ICNEA)]

### 2. What is the purpose of the Policy?

This policy confirms the JCQ requirement that the Portsmouth Grammar School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres to have a non-examination assessment policy in place to:

- 2.1. cover procedures for planning and managing non-examination assessments
- 2.2. define staff roles and responsibilities for non-examination assessments
- 2.3. manage risks associated with non-examination assessments

[ICNEA, section 1]

### 3. 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:*

#### *3.1 task setting*

3.2 task taking

3.3 task marking.” [ICNEA, section 1]

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

##### 4.1. The basic principles

###### *Head of Centre*

1. 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 and ICC](#)
2. Ensures the centre’s internal appeals procedures clearly details the procedure to be followed by candidates appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking.

###### *Deputy Head (Academic & Staff Welfare)*

1. Ensures that the centre’s Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment.
2. Ensures the correct conduct of non-examination assessments which comply with [ICNEA](#) and awarding body subject-specific instructions.
3. Ensures the centre-wide calendar records assessment schedules at the start of the academic year.
4. Ensures HODs and subject teachers fully understand their responsibilities under this policy.

###### *Head of Department (HoD)*

1. Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
2. Ensures [ICNEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
3. Works with the Deputy Head (Academic & Staff Welfare) (**DHA**) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
4. Ensures the Head of Exams 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) by the internal deadline for for the relevant exam series.

###### *Subject teacher*

1. Understands and complies with the general instructions as detailed in [ICNEA](#).
2. 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.
3. Marks internally assessed work to the criteria provided by the awarding body.

### ***Head of Examinations (HoE)***

1. Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.
2. Makes sure relevant centre staff are aware of updated JCQ publications for ICNEA.

#### **4.2. Task setting**

##### ***Subject teacher***

1. Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification - in consultation with HoD.
2. Makes candidates aware of the criteria used to assess their work

#### **4.3. Issuing of tasks**

##### ***Head of Department (HoD)***

1. Determines when set tasks are issued by the awarding body.
2. Identifies date(s) when tasks should be taken by candidates.
3. Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
4. Ensures the correct task is issued to candidates.

#### **4.4. Task taking**

##### **4.4.1 Supervision**

###### ***Subject teacher***

1. Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
2. Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
3. Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
4. Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
5. Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.
6. Ensures candidates are aware of the current JCQ *documents Information for candidates - non-examination assessments and Information for Candidates - Social Media*.
7. Ensures candidates understand and comply with the regulations in relevant JCQ documents - Information for Candidates.
8. Ensures candidates:
  - Understand that information from all sources must be referenced
  - Receive guidance on setting out references
  - Are aware that they must not plagiarise other material.

##### **4.4.2 Advice and feedback**

###### ***Subject teacher***

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

#### 4.4.3 Resources

##### *Subject teacher*

1. Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks.
2. Refers to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (<http://www.jcq.org.uk/exams-office/malpractice>) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator. By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
3. Ensures conditions for any formally supervised sessions are known and put in place.
4. 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.
5. Ensures conditions for any formally supervised sessions are understood and followed by candidates.
6. Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions.
7. Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

#### 4.4.4 Word and time limits

##### *Subject teacher*

1. Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

#### 4.4.5 Collaboration and group work

##### *Subject teacher*

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

#### 4.4.6 Authentication procedures

##### *Subject teacher*

1. Where required by the awarding body's specification:
  - 1.1. ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
  - 1.2. signs the teacher declaration of authentication confirming the requirements have been met.
2. 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.
3. Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable).
4. 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 ICNEA and informs a member of the Senior Management Team.
5. Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

#### 4.4.7 Presentation of work

##### *Subject teacher*

1. 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.
2. Instructs candidates to present work as detailed in *ICNEA* unless the awarding body's specification gives different subject-specific instructions.
3. 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.
4. Ensures that if candidates' work is to be submitted electronically, it meets the awarding body's specified requirements.

#### 4.4.8 Keeping materials secure

##### *Subject teacher*

1. When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
2. When work is submitted by candidates for final assessment, ensures work is securely stored.
3. Follows secure storage instructions as defined in ICNEA 4.8.
4. Takes sensible precautions when work is taken home for marking.
5. Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted.
6. If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of marks for the relevant series.
7. If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the reviews of results and any subsequent appeal has been completed.

8. Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work online, on social media or through any other means (the JCQ document *Information for candidates - social media* should be brought to the attention of candidates. This will be distributed by HoE early in the Autumn term and then again when exam timetables are delivered).
9. Liaises with the Head of IT Services to ensure that appropriate arrangements are in place to ensure the protection and back-up of candidates' work and to restrict access between sessions to candidates' work where work is stored electronically.
10. 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.

#### ***Head of IT Services (HoIT)***

1. Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
2. Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software.
3. Employs an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained.
4. Considers the contingency of candidates' work being backed up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber attacks.
5. 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.

#### **4.5. Task marking – externally assessed components**

##### **4.5.1 Conduct of externally assessed work**

#### ***Head of Department (HoD)***

1. Liaises with the Head of Exams 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 where applicable, according to JCQ Instructions for conducting examinations.
2. Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

#### ***Head of Examinations***

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

##### **4.5.2 Submission of work**

#### ***Head of Department (HoD)***



1. Pays close attention to the completion of the attendance register, if applicable.

#### ***Head of Examinations***

1. Provides the attendance register to the subject teacher where applicable.
2. Ensures the awarding body's attendance register for any externally assessed component is completed correctly.
3. Where candidates' work must be despatched to an awarding body's examiner, or uploaded electronically, ensures this is completed by the date specified by the awarding body.
4. Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series.
5. Unless done by the Head of Department, packages the work as required by the awarding body and attaches the examiner address label.
6. Ensures that the package in which the work is despatched is robust and securely fastened.
7. Ensures that the work is despatched to the awarding body by the required deadline (unless done by the Head of Department).

#### **4.6. Task marking – internally assessed components**

##### **4.6.1 Marking and annotation**

#### ***Deputy Head (Academic & Staff Welfare)***

1. Makes every effort to avoid a situation where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, 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).
2. Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample.

#### ***Head of Department***

1. 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***

1. Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process.
2. Marks candidates' work in accordance with the marking criteria provided by the awarding body.
3. Does not use artificial intelligence as the sole means of marking candidates' work.
4. 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.
5. Informs candidates of their marks which could be subject to change by the awarding body moderation process.
6. Ensures candidates are informed of the timescale set by the Head of Department or as indicated in the centre's *Internal Appeals Policy* to enable an internal appeal/request for a

review to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

#### 4.6.2 Internal standardisation

##### *Head of Department*

1. Ensures that internal standardisation of marks across assessors and teaching groups takes place as required (for example: sharing a detailed mark scheme; all assessors discuss the application of the mark scheme; sampling the work of each assessor before, during or after the marking process, monitoring range of marks awarded (per class/assessor) and adjusting as necessary etc.).
2. Supports staff not familiar with the mark scheme.
3. Ensures accurate internal standardisation.
4. Retains evidence that internal standardisation has been carried out.

##### *Subject teacher*

1. Indicates on work (or cover sheet) the date of marking.
2. Marks to common standards.
3. 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.

#### 4.6.3 Submission of marks and work for moderation

##### *Subject teacher/Head of Department*

1. Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the Head of Exams to the internal deadline.
2. Where responsible for marks input, ensures marks for any additional candidates are submitted and that mark input is checked before submission to avoid transcription errors.
3. Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Head of Exams to the internal deadline.
4. 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.
5. 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.
6. Submits any supporting documentation required by the awarding body.

##### *Head of Examinations*

1. Inputs and submits marks online (where this is not done by the Head of Department), via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline.

2. 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.
3. Unless done by the Head of Department, submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline.
4. Unless done by the Head of Department, ensures that for postal moderation:
  - 4.1. work is dispatched in packaging provided by the awarding body
  - 4.2. moderator label(s) provided by the awarding body are affixed to the packaging
  - 4.3. proof of dispatch is obtained and kept on file until the successful issue of final results.
5. 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.
6. Through the subject teacher, submits any supporting documentation required by the awarding body.

#### 4.6.4 **Storage and retention of work after submission of marks**

##### ***Subject teacher***

1. Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
2. Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period.
3. In liaison with the Head of IT Services, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
4. If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings.

##### ***Head of Examinations***

1. Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

#### 4.7. **External moderation**

##### 4.7.1 **External moderation - the process**

##### ***Head of Department (HoD)***

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

##### 4.7.2 **External moderation - feedback**

##### ***Head of Department***

1. Checks the final moderated marks when issued to the centre when the results are published.
2. Checks any moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

#### ***Head of Examinations***

1. Accesses or signposts any moderator reports to relevant staff.
2. Takes remedial action, if necessary, where feedback may relate to centre administration.

#### **4.8. Access arrangements and reasonable adjustments**

##### ***Head of Department (HoD)***

1. Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments.

##### ***Head of Learning Support (SENCo)***

1. Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments - including *Reasonable Adjustments for GCE A level Sciences - endorsement of practical skills*.
2. 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.
3. Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
4. Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
5. Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

#### **4.9. Special consideration and loss of work**

##### ***Head of Department (HoD)***

1. Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate:
  - 1.1. is absent
  - 1.2. produces a reduced quantity of work
  - 1.3. produces work which is subsequently lost
2. Liaises with the Head of Exams when special consideration may need to be applied for a candidate taking assessments.
3. Liaises with the Head of Examinations to report loss of work to the awarding body.

##### ***Head of Examinations***

1. Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
  - 1.1. Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.

- 1.2. 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.
- 1.3. Keeps required evidence on file to support the application.
2. Refers to/directs relevant staff to Form 15 – JCQ/LCW and where applicable, submits to the relevant awarding body. AQA and OCR may require submissions online via IAQA Centre Services or OCR Interchange.

#### 4.10. Malpractice

##### ***Deputy Head (Academic & Staff Welfare)***

1. Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff.
2. Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) is dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be reported to the awarding body).
3. Is familiar with the JCQ document *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.
4. Is familiar with the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* (a guide for teachers and assessors, this gives additional information about AI misuse, the risks of using this and how it will be treated as malpractice)
5. Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments 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.

##### ***Head of Department and Subject Teacher***

1. Is aware of the JCQ *Notice to Centres - Sharing NEA material and candidates' work* to mitigate against candidate and centre malpractice.
2. Ensures candidates understand what constitutes malpractice in non-examination assessments (noting that this also now includes inappropriate use of Artificial Intelligence (AI) - for additional detail, see *AI Use in Assessments: Protecting the Integrity of Qualifications (JCQ, 2024)* (this is a guide for teachers and assessors which gives additional information about AI misuse, the risks of using AI and how it will be treated as malpractice).
3. Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*.
4. Ensures candidates understand the JCQ document *Information for candidates - Social Media*.
5. Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre.

##### ***Head of Examinations***

1. Signposts to the Deputy Head (Academic & Staff Welfare) the JCQ publications *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* and *AI Use in Assessments: Protecting the Integrity of Qualifications (JCQ, updated 2024)*.
2. Signposts the JCQ *Notice to Centres - Sharing NEA material and candidates' work* and *AI Use in Assessments: Protecting the Integrity of Qualifications (JCQ, 2024)* to Heads of Department.

3. Signposts candidates to the relevant JCQ information for candidates' documents.
4. Where required, supports the Deputy Head (Academic & Staff Welfare) in investigating and reporting incidents of suspected malpractice.

#### 4.11. Post results services

##### ***Deputy Head (Academic & Staff Welfare)***

1. Is familiar with the JCQ publication *Post-Results Services*.
2. Ensures the centre's *internal appeals policy* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal.

##### ***Head of Department***

1. Provides relevant support to subject teachers making decisions about enquiries about reviews of results.

##### ***Subject teacher***

1. Provides advice and guidance to candidates on their results and the post-results services available.
2. Provides the Head of Exams with the original sample or relevant sample of candidates' work that may be required for a review of moderation by the internal deadline.
3. Supports the Head of Exams in collecting candidate consent where required.

##### ***Head of Examinations***

1. Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document *Post Results Services, Information and guidance for centres*.
2. Provides/signposts relevant centre staff and candidates to post-results services information.
3. Ensures any requests for post-results services that are available for centre assessed work are submitted online via the awarding body's secure extranet site to deadline.
4. Collects candidate consent where required.

#### 4.12. Practical Skills Endorsement for the A Level Sciences designed for use in England

##### ***Head of Centre***

1. Returns the "Head of Centre declaration" at the time of the National Centre Number Register annual update, confirming 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 prescribed practical activities.
2. Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement.
3. Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

##### ***Head of Department***

1. Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed.
2. Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course.
3. Undertakes any training provided by the awarding body on the implementation of the practical endorsement.
4. Disseminates information to subject teachers ensuring the standards can be applied appropriately.
5. Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

#### ***Head of Department and Subject teacher***

1. Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed by pupils.
2. Ensures the required arrangements for practical activities are in place.
3. Provides all the required centre records.
4. Ensures candidates provide the required records.
5. Provides any required information to the subject lead regarding the monitoring visit.
6. Assesses candidates using Common Practical Assessment Criteria (CPAC).
7. Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment.
8. Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/provides assessment outcomes to the exams officer by the internal deadline.

#### ***Head of Examinations***

1. Accepts contact with the monitor and passes information to the Head of Department for a visit to be arranged with at least two weeks' notice.
2. Confirms with the Head of Department that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

### **4.13. Spoken Language Endorsement for GCSE English Language specifications designed for use in England**

#### ***Head of Centre***

1. Returns an online "Head of Centre declaration" at the time of the National Centre Number Register annual update, confirming 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.

#### ***Head of Department***

1. Ensures the appropriate arrangements are in place for internal standardisation of assessments.
2. 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.

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

***Subject teacher***

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

***Head of Examinations***

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



## 5. Appendix - Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Malpractice</b>		
<b>Centre staff malpractice</b>	Records confirm that relevant centre staff are familiar with and follow: <ul style="list-style-type: none"> <li>● the current JCQ document <i>Instructions for conducting non-examination assessments</i></li> <li>● the JCQ document <i>Notice to Centres - Sharing NEA material and candidates' work</i> <a href="http://www.jcq.org.uk/exams-office/non-examination-assessments">www.jcq.org.uk/exams-office/non-examination-assessments</a></li> </ul>	HoE
<b>Candidate malpractice</b>	Records confirm that candidates are informed and understand they must not: <ul style="list-style-type: none"> <li>● submit work which is not their own</li> <li>● make available their work to other candidates through any medium</li> <li>● allow other candidates to have access to their own independently sourced material</li> <li>● assist other candidates to produce work</li> <li>● use books, the internet, AI or other sources without acknowledgement or attribution</li> <li>● submit work that has been word processed by a third party without acknowledgement</li> <li>● include inappropriate, offensive or obscene material</li> </ul> Records confirm that candidates have been made aware of the JCQ documents <i>Information for candidates - non-examination assessments</i> and <i>Information for candidates – Social Media</i> - <a href="https://www.jcq.org.uk/exams-office/information-for-candidates-documents">https://www.jcq.org.uk/exams-office/information-for-candidates-documents</a> and understand they must not post their work on social media	HoE
<b>Task setting</b>		
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	HoE, HoIT
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	HoD
Candidates do not understand the marking criteria and what they	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	HoD, Teacher

need to do to gain credit	Candidates confirm/record they understand the marking criteria	
Subject teacher long term absence during the task setting stage	See <i>centre's Exam Contingency Plan</i> - (Teaching staff extended absence in the exam cycle)	HoD, DHA
<b>Issuing of tasks</b>		
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	HoD HoD, Teacher HoD, Teacher
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	HoD HoE
Subject teacher long term absence during the issuing of tasks stage	See <i>centre's Contingency Plan</i> - (Teaching staff extended absence in the exam cycle)	HoD, DHA
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	HoE
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	HoD, DHA
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)	Timetabler HoD HoD, DHA
Insufficient supervision of candidates to	Confirm subject teachers are aware of and follow the current JCQ document <i>Instructions for conducting non-examination assessments</i> and any other specific	HoD, Teacher

enable work to be authenticated	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 <i>Non-examination assessment Policy</i>	HoD, DHA
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ document <i>Instructions for conducting non-examination assessments</i> (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	HoD, DHA
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ document <i>A guide to the special consideration process</i> (chapter 2), to determine the process to be followed to apply for special consideration for the candidate	HoLS, HoE
<b>Advice and feedback</b>		
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	DHA, HoD HoD Teacher
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	DHA HoD Teacher
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	HoD or DHA HoE or DHA
Candidate does not reference	Candidate is advised at a general level to reference information before work is submitted for formal assessment	Teacher

information from published source	Candidate is again referred to the JCQ document <i>Information for candidates: non-examination assessments</i> Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
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 <i>Information for candidates: non-examination assessments</i> Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	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	HoD, 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	Tutor, DHA
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	Senior Deputy Head, DHA
<b>Resources</b>		
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	Teacher  HoICT
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 acknowledge 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	HoD, HoE
<b>Word and time limits</b>		
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	HoD, Teacher
<b>Collaboration and group work</b>		
Candidates have worked in groups	Records confirm the awarding body specification has been checked to determine if group work is permitted	HoD, Teacher

where the awarding body specification states this is not permitted	Awarding body guidance sought where this issue remains <a href="#">unresolved</a>	
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	Records confirm subject staff have been made aware of the JCQ document <i>Notice to Centres – Sharing NEA material and candidates’ work (Teachers sharing assessment material and candidates’ work)</i> Records confirm that candidates have been issued with the current JCQ document <i>Information for candidates: non-examination assessments</i> Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document <i>Information for candidates: non-examination assessments</i> The candidate’s work is not accepted for assessment	DHA HoD, Teacher
Candidate plagiarises other material	A mark of zero is recorded and submitted to the awarding body	HoD
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document <i>Information for candidates: non-examination assessments</i> Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document <i>Information for candidates: non-examination assessments</i> Declaration is checked for signature before accepting the work of a candidate for formal assessment	Teacher
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	DHA, HoD
<b>Presentation of work</b>		
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	Teacher
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ document <i>Instructions for conducting non-examination assessments</i> Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage	Teacher, HoD
Adequate secure storage not	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course	HoD

available to subject teacher	Alternative secure storage sourced where required	
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ document Instructions for conducting non-examination assessments  Processes and regular monitoring/internal audit by IT Manager ensure: <ul style="list-style-type: none"> <li>● access to this material is restricted (stored electronically behind a password protected log in)</li> <li>● appropriate security safeguards are in place (insert names/types of protection)</li> <li>● an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</li> <li>● any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)</li> </ul>	HoD
<b>Task marking – externally assessed components</b>		
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	HoE
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	HoD, HoE
<b>Task marking – internally assessed components</b>		
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	HoD
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication <i>A guide to the special consideration process</i> (chapter 5), to determine eligibility and the process to be followed for shortfall in work	HoD, HoE
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section8), to determine eligibility and the process to be followed for lost or damaged work	HoD, HoE
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication <i>Instructions for conducting non-examination assessments</i> (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	HoE, DHA

<p>A teacher assesses the work of a candidate with whom they have a close personal 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)</p>	<p>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series. Marked work of said candidate is submitted for moderation whether part of the sample requested or not.</p>	<p>Teacher, HoD, DHA</p>
<p>An extension to the deadline for submission of marks is required for a legitimate reason</p>	<p>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication <i>A guide to the special consideration process</i> (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</p>	<p>DHA, HoD</p>
<p>After submission of marks, it is discovered that the wrong task was given to candidates</p>	<p>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication <i>A guide to the special consideration process</i> (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	<p>HoD, HoE</p>
<p>A candidate wishes to appeal the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the Head of Exams for the submission of marks Through the candidate exam handbook and via email, candidates and parents are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</p>	<p>Teacher, HoD</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course 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</p>	<p>HoD HoE</p>
<p>Deadline for submitting marks</p>	<p>Internal/external deadlines are published at the start of each academic year Reminders are issued through Heads of Department as deadlines approach</p>	<p>HoE, DHA</p>

and samples of candidates work ignored by subject teacher	Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	
Subject teacher long term absence during the marking period	See centre's <i>Exam Contingency Plan</i> (Teaching staff extended absence in the exam cycle)	DHA

## 6. Associated documents

- 6.1. The PGS Internal Appeals Policy
- 6.2. The PGS Additional Educational Needs (AEN) and Disabilities Policy - Senior School
- 6.3. All relevant JCQ publications named in this policy



## 7. Allocation of Tasks and Version Control

### Allocation of Tasks

Task	Allocated to	When / frequency of review
Keeping policy up to date and compliant with the law and best practice	Head of Exams	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of Exams	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head of Department	As required, and at least termly
Reviewing / receiving input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head of Exams	As required, and at least annually
Formal annual review	Deputy Head (Academic and Staff Welfare)	Annually

### Version Control

<b>Date Approved</b>	9 <sup>th</sup> December 2024 (SMT)
<b>Date Reviewed</b>	12 <sup>th</sup> November 2024 (ARM)
<b>Next Review Date</b>	Autumn 2025
<b>Policy author (SMT)</b>	Deputy Head (Academic and Staff Welfare)
<b>Status</b>	JCQ Requirement
<b>Report</b>	Academic and Educational Report

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