

# AYLSHAM LEARNING FEDERATION

## NON EXAMINATION ASSESSMENT POLICY AYLSHAM HIGH SCHOOL

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Signed: \_\_\_\_\_

Chair

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## What are non-examination assessments (NEA)?

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

### Key features of NEA

- Enables a more integrated approach to teaching and learning and assessment.
- Provides an increased facility to ensure that work is the student's own.
- Enables teachers to choose the timing of the NEA.
- Enables teachers to select from a choice of tasks and contextualise them.
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning.
- Usually takes place in the classroom, within the normal timetable.
- Features levels of control designed to maximise reliability and authenticity.

### NEA process

There are six stages with rules and expectations that apply to each stage. These rules often vary across subjects. Departments should complete the annual NEA checklist, each September, to support them with the management of this process

The stages are:

1. Task setting
2. Task taking
3. Task marking
4. Internal standardisation of marks
5. Sharing of marks with students
6. Managing review requests

### 1. Task setting

Task will be set by either the awarding body or by the centre. This will vary from subject to subject. Teachers should check with subject specifications and the relevant exam board guidance to ensure that the correct, or appropriate task, is set for students.

### 2. Task taking

#### a) Supervision

Candidates **do not** need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Teachers **must** always check the subject-specific requirements issued by the awarding body to ensure that the correct level of supervision is provide.

The teacher **must** ensure that:

- there is sufficient supervision of every candidate to enable work to be authenticated;
- the work that an individual candidate submits for assessment is his/her own.

Work may be completed outside of the centre without direct supervision, provided that the teacher is confident that the work produced is the candidate's own. Candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

Candidates must complete the pre NEA student expectation document before beginning any NEA task. Teachers must explain the contents of this document to students before beginning the NEA activity. This will ensure that candidates:

- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

The completed pre NEA student expectation document should be signed by the candidate and then securely stored by the teacher until the EAR process is completed in the following autumn term.

#### **b) Advice and feedback**

As appropriate to the subject and component, teachers should advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

Teachers must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

Unless specifically prohibited by the awarding body's specification teachers may:

- review candidates' work and provide oral and written advice at a general level;
- having provided advice at a general level, allow candidates to revise and re-draft work.

General advice of this nature does not need to be recorded or taken into account when the work is marked.

If teachers give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;

- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then teachers must record this assistance and either take it into account when marking the work or submitting it to the external examiner. The work should be annotated to explain how marks were applied in the context of the additional assistance given.

Teachers must not provisionally assess work and then allow the candidate to revise it.

In all subjects you must not provide any type of assistance which is explicitly prohibited in the specification. Assistance must not be given if there is no means to record it and to take account of it in the marking.

Failure to follow this procedure constitutes malpractice.

### **c) Resources**

In many subjects candidates will need to gather information from published sources when researching and planning their tasks. Candidates normally have unrestricted access to resources. Teachers must refer to the awarding body's specification and/or associated documentation.

Unless the awarding body's specification says otherwise, for all formally supervised sessions:

- the use of resources is always tightly prescribed and normally restricted to the candidate's;
- preparatory notes;
- access to the internet is not permitted;
- candidates are not allowed to bring their own computers or other electronic devices e.g. mobile phones.

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources.

### **d) Group work**

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.

Where the specification permits, some assignments may be undertaken as part of a group.

The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each

individual candidate must be clear from both the work itself and, if applicable, the record forms.

### **3. Task Marking**

The format of external assessment will vary according to the specification and the component.

Some components, for example, may have a visiting examiner. Other components will require candidates' work to be despatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.

Externally assessed components will be conducted within a window as specified by the awarding body.

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria.

#### Annotate the work

- Follow guidance in the relevant specification and associated subject specific documents.
- Provide evidence to support your marks. Identify the assessment criteria that have been met.
- Be clear and unambiguous.
- Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data.
- Insert annotations at the appropriate point in the work - in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

#### Award marks

- If some work was done in groups, award marks that reflect the contribution of each individual candidate.
- If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given and document the details.

#### Complete documentation

- Record the feedback and guidance that you have given.
- Enter marks in the way specified by the relevant awarding body.

### **4. Internal standardisation**

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked. It is important that all teachers involved in the assessment of a component mark to common standards. Centres must ensure that the internal standardisation of marks across

assessors and teaching groups takes place. A good practice sequence to support this process has been included.

Centres should use the internal standardisation process to ensure that all teachers are confident in correctly and accurately applying the marking standard. Exemplar material and any guidance provided by the awarding body should be used. This should help to prevent marking errors and avoid candidates requesting a review of the mark awarded by the centre.

## **5. Sharing of marks with students**

Candidates must be told the mark given by their centre for a centre assessed component/unit. This applies to legacy and new GCSE and GCSE qualifications, and project qualifications.

This requirement is to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so, and will facilitate the operation of a fair review process.

Regular, general, feedback to candidates will support the process of sharing of marks. Once the marking and internal standardisation process is complete the marks should be shared with students using the NEA review of marks letter.

## **6. Managing review request**

To support the review process, departments will need to set deadlines for the completion, marking and internal standardisation of student work. The review process must be completed before the marks are submitted to the exam board (May 7<sup>th</sup>/15<sup>th</sup>).

The timeframe for the review process is shown below:

1. Marks are shared with students using the NEA review of marks covering letter, NEA marking review letter to students.
2. Students have two days to request a review of their NEA marking. The completed form must be returned to the exams officer by the required date. This date will be different for each department.
3. The exams officer will share any review requests with departments.
4. Within a week of this request departments will either
  - a) invite the student and their family to school to discuss the marking so that it can be explained.
  - or
  - b) provide a copy of the marked and annotated work, along with an appropriate mark scheme.A copy of the formal review of marking request should be given to the student at this point.
5. If, after students and their families have reviewed the marking, a student still believes that their work is inaccurately marked they may request a review of the marking. They will need to complete the formal request form and return it to the exams office along with a payment of £35. This will need to be completed within 2 days process outlined in step 4.
6. The students work should be reviewed by an independent review within 10 days of receiving the review request.
7. The exams officer will write to the student to inform them of the outcome following the review.

The review process must focus on the accuracy of marking and aims to check that the marks that have been awarded are in line with the marks awarded to other students.

The internal deadlines set for marking, internal standardisation arrangements, staffing arrangements and resources will all be influencing factors. Each subject department may be given discretion to apply the requirements in the most practical way.

## **7. Submission of marks and work for moderation**

Departments should set internal deadlines that will allow them to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.

Follow the awarding body's instructions regarding the submission of marks. This is normally done electronically. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.

Submit supporting documentation required by the awarding body:

- authentication of candidates' work;
- confirmation that internal standardisation has been undertaken;
- any subject-specific information.

## **8. Storage and retention of work after the submission of marks**

### Moderation sample

Keep a record of the names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made.

Moderators normally return work direct to centres but work submitted electronically is not returned.

### Marked work

Retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other result enquiry has been completed, whichever is later. This to all work- whether or not it was part of the moderation sample.

## **9. Authentication procedures**

All candidates must sign a declaration to confirm that the work they submit for assessment is their own unaided work. Awarding bodies will issue documentation for this purpose.

**Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.**

Teachers must confirm that the work:

- is solely that of the candidate concerned;
- was completed under the required conditions.

Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

If you are unable to confirm that the work presented by a candidate is his/her own:

- do not accept the candidate's work for assessment;
- record a mark of zero for the work.

If you are concerned that malpractice may have occurred, you must inform your head of department.

## **10. Storage of work**

Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc should also be collected in after each session.

In some cases, where students are producing artefacts in design and technology or artwork in art and design, the locked classroom, studio or workshop will count as secure storage.

Completed work must be stored securely and not returned to students until after the closing date for enquiries about results for the series concerned.

## **11. Access arrangements:**

These apply equally to non examination and external assessments, for example use of practical assistants, readers or additional time. Further details are available on the Joint Council for Qualifications (JCQ) website ([www.jcq.org.uk/exams\\_office](http://www.jcq.org.uk/exams_office)).

The SENCO will identify students requiring special consideration and applications will be made on behalf of these students by the exams officer.

## **Appendix 1**

### **Responsibility of staff in the implementation of the NEA policy**

#### **Senior leadership team**

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule NEAs. (It is advisable that NEAs be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/problems over the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for NEAs.

#### **Heads of department (HoD)**

- Read the guidance within the subject specification to ensure that NEAs are completed under the correct level of supervision.
- Decide on the awarding body and specification for a particular GCSE.
- Standardize internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to NEAs.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- The NEA may take place during timetabled class time.
- Plan when and how the assessment will take place, taking into account the accommodation and resources required.
- Relevant display materials must be removed or covered up.

- If work is saved on memory sticks these must be collected in after each session and locked away safely.
- If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- Entries for NEAs must be made at the appropriate time.
- HoD to keep attendance and seating plan records for NEA's completed in their subjects.
- If suspected malpractice occurs, the exams officer must be informed.
- If a student's work is lost within the school, this must be reported to the board via the exam officer.
- Authentication forms must be signed by the teachers and candidates and passed to HoD who needs to securely store them with the completed works.
- The assessment marks must be submitted to the exam board by the appropriate date.
- Candidates' work must be securely stored until all results have been verified.
- Re-sits of controlled assessment may be allowed in the next exam session.
- After the results are published it may be possible to request a re-moderation of the work.
- Make appropriate plans for the organisation of the completion of the NEA by students which meet the specification requirements.
- Sign annual checklist to confirm they have read the NEA requirements for their subject specification and know how to carry them out correctly and securely and are aware of how to prepare for the moderator and store work securely (please see appendix 2).

### **Teaching staff**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting NEAs*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for NEAs.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Attendance records and seating plans from assessment sessions should be produced by the class teacher and passed to HoD.
- 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.

### **Exams officer**

- Enter students for individual units, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where NEA cannot be conducted in the classroom arrange suitable accommodation where NEA can be carried out, at the direction of the senior leadership team.
- For long absences, special consideration should be applied for.
- Share this document with the head of departments on an annual basis, collecting NEA checklists from each.
- Support head of departments as required in the management of NEA so that the organisation of the sessions, storage and submission of work is in line with the regulations outlined within this document.

## Appendix 2 - Annual NEA checklist

*Please tick the box to confirm that these actions will be carried out by your department during the academic year.*

Action to be Taken:	Please tick:
Read the AHS NEA policy.	
Read the subject specification and be aware of the level of supervision required for the NEA.	
Ensure that students complete the pre NEA expectation sheet before beginning their NEA work. These must be stored until EAR has been completed.	
Keep work securely during completion and once it has been marked.	
Ensure that use of resources including ICT is appropriate for task and level of supervision.	
Ensure cover sheets are completed, signed and kept securely with the student's work.	
Marks will be recorded for completed work.	
Seek further guidance from the exams officer when required.	
Ensure that marked work has been annotated correctly, showing how and why marks have been awarded.	
Share marks with students, using the letter to students, as part of the NEA review of marking process.	
Ensure CAPS have been completed and returned to exams officer two weeks in advance of the NEA.	
Ensure that individual teachers within the department understand their responsibilities and level of security with regard to the NEA.	
Ensure that exam board guidance and exemplar work is used to support the accuracy of marking.	
Standardise internally the marking of all teachers involved in assessing an internally assessed component.	
Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.	
Make appropriate plans for the organisation of the completion of the NEA by students which meet the specification requirements.	

Name.....

Department.....

Signed.....

Date.....

*Please retain this copy for your reference during the academic year.*

## Appendix 3 - Pre NEA student expectation

### Pre NEA student expectations and authentication form

<b>Candidate Number</b>	<b>Candidate Name</b>
<b>Unit Number</b>	<b>Unit Name</b>
<b>Centre Number</b>	<b>Centre Name</b>

This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher.

In this subject you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

**The regulations state that:**  
**the work which you submit for assessment must be your own; you must not copy from someone else or allow another candidate to copy from you.**

When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called "referencing".

You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, pg.29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2018.

You may be required to include a bibliography at the end of your piece of written work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) 'Mary, Queen of Scots', London: Weston Press.

**If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

#### **Preparing your work – good practice**

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained and **you must independently draw your own conclusions from the data.**

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

### **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

The NEA JCQ Rules and Regulations have been explained to me. I fully understand them and agree to follow them, submitting work that is my own.

**Signed** (Candidate) .....

**Date** .....

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

This form will be kept securely until October half term.

## **Appendix 4 - Internal standardisation – good practice sequence**

Obtain reference materials at an early stage in the course

- In the first year of a new specification, participate in awarding body training.
- In subsequent years, obtain exemplar material provided by the awarding body and use your centre's own archive material.

Hold a preliminary trial marking session prior to marking

- Include all the teachers involved in assessment.
- Compare standards through cross-marking a small sample of work.
- Agree a common understanding of the assessment criteria.

Carry out further trial marking at appropriate points during the marking period

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

After most marking has been completed

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.

Make final adjustments to marks prior to submission

- If there are inconsistencies ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher responsible for internal standardisation checks the new marks.

Retain work and evidence of standardisation

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

## Appendix 5 - NEA review of marks letter to students



# Aylsham High School

Part of the Aylsham Learning Federation  
*It takes a Whole Community to Educate a Child*

Student name:	
Subject:	
Date:	

Dear Candidate

### Non-examined assessment sharing and review of marks

As part of your GCSE studies you have completed an aspect of your course called the non-examined assessment. This will have been completed in school during your lessons.

Your non-examined assessment component has been marked by your teacher who has completed the required exam board training to support them in this process. Your work will also have been standardised by another teacher within the department. This process is used to check that your work has been marked fairly and accurately. These steps help us to have a very high record of accuracy with the marking of this type of work.

Guidance from the Joint Council for Qualifications states that the marks that you have been awarded for your non-examined assessment should be shared with you before they are submitted to the exam board. The table below shows the marks that you have been given for your work.

Unit code and title:	Marks awarded:

These marks still need to be reviewed by the exam board and could be adjusted up or down during this moderation process.

Before your marks are submitted to the exam board, it is possible for you to request a review of the marking. This can only be requested if you believe that your work has been marked inaccurately. You may request a copy of the relevant materials to help you to make a decision about the review of marking. These could include:

Executive Headteacher: Mr D Spalding B.A. (Hons) M.Ed. (Cantab)

Deputy Headteachers: Mr C Bridge B.Sc. (Hons), Mr P Brockington B.Sc. (Hons) M.A., Mrs K Garnham B.A. (Hons) M.A.

Director of Business and Community Strategy: Mrs J Tuttle

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- access to or copies of the marked assessment material;
- mark schemes; or
- assessment criteria.

Due to the efforts that are taken to ensure that the non-examined assessments are accurately marked, we would not expect the marks to need adjusting. However it is important to point out that during the non-examined assessment review process your marks could go either up or down.

After your marks have been shared and discussed with you, if you believe that they are inaccurate, you will need to complete and return the attached '**Review of non-examined assessment marking**' form to Mrs Gilbert within 48 hours of the date at the top of this letter. This will inform us that you are requesting a review of the marking for your non-examined assessment.

Your teacher will then either:

- provide you and your parent/carer with an opportunity to discuss the marks with them; or
- provide you and your parent/carer with a copy of your marked work that has been annotated along with the marking criteria.

You will then have two days in which to complete and submit the formal request for a marking review of the non-examined assessment. In your request, you must identify specifically what you believe the mistake in the marking of your work to be. At this point you will also need to include a payment of £35 to cover the cost of administration and the marking review of your work. This will be refunded if your marks are increased during this process. The marking review will be completed within 10 days of the formal request being submitted. We will then write to you to inform you of the outcome of the review. Unfortunately we are not able to process requests that are made after the 2 day period.

Yours sincerely



Mr C Bridge  
Deputy Headteacher

<b>Review of non-examined assessment marking</b>	
<p>Your teacher will have explained to you your marks for your non-examined assessment material. If after this explanation you believe that your work has been marked inaccurately, you can request a review of the marking.</p> <p>Please complete this slip and return it to Mrs Gilbert within two days of the marks being shared with you. Unfortunately we will not be able to deal with requests that are made after this point.</p>	
Student signature:	
Student name: <i>(Please print)</i>	
Date:	
I would like to request a review of marking in the following subject:	
Unit code and title (please specify if there is more than one listed):	

## Appendix 6 - Formal request for a marking review of the non-examined assessment

If, following a discussion with your teacher and viewing any relevant material you believe your work to have been marked inaccurately, you will need to complete this form requesting a marking review. This form must be completed within 5 days of the date your work was shared with you.

<b>Candidate name:</b>			
<b>Subject:</b>		<b>Unit code and/or title:</b>	
<b>Date work was shared:</b>		<b>Deadline date for request (5 working days from date that work was shared):</b>	
<p>Please provide a specific reason which identifies why you believe your work has been marked inaccurately:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;"><i>Continue overleaf if necessary</i></p>			
<p>The review will be carried out by an independent assessor who has appropriate competence, has had no previous involvement in the assessment of your work and has no personal interest in the outcome of the review. We will write to you within 10 days of the review being completed to inform you of the outcome.</p>			
<p><b>Candidate declaration</b></p> <p>By signing here, I am confirming I understand the purpose of the non-examined assessment review and that I will be informed in writing of the outcome of the review. I understand that the mark may be lowered, confirmed or raised. Following submission of marks, work is moderated by the awarding body to ensure consistency in marking between centres. The moderation process carried out by the awarding body may lead to mark changes. This process is outside the control of the centre and is not covered by this procedure.</p>			
<b>Signature:</b>		<b>Date of signature:</b>	

**The candidate declaration must be signed, dated and returned to the exams officer, on behalf of the head of centre, within 5 school days that your work has been shared with you. A fee of £35 (payable at the time of application) will be charged per review which will be refunded if the subject grade is increased.**

## Appendix 7 - Statement for the use of a word processor during exams

This policy is reviewed annually to ensure compliance with current regulations and guidance of the Joint Council for Qualifications (JCQ)

Approved/reviewed by: \_\_\_\_\_

Date of next review: September 2022

Aylsham High School values good handwriting and imposes high standards on presentation of work, and expects that most students will handwrite in exams. However, there are exceptional circumstances, as identified by the School, where students may benefit from using a word processor and in these cases the School will allow use of a word processor for note-making in class, for homework, and for internal and public examinations.

Students with access to word processors in exams are allowed to do so in order that barriers to assessment are removed for disabled candidates, preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The School will allow students to use word processors in exams when they meet at least one of the following criteria:

- The student has a specific learning difficulty/disability (such as dyslexia, dyspraxia, ASD) and the use of a word processor is both appropriate to their needs and reflects their normal way of working;
- The student has a physical difficulty/medical condition such (such as hypermobility/juvenile arthritis) and the use of a word processor is both appropriate to their needs and reflects their normal way of working;
- The student has a sensory impairment (such as vision or hearing impairment) and the use of a word processor is both appropriate to their needs and reflects their normal way of working;
- The student has very poor handwriting and would lose marks due to the examiner finding his/her answers illegible;
- The student's quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

This use of a word processor also extends to the use of electronic brailers and tablets.

Students permitted to use word processors in public exams (ie GCSEs, BTEC, Cambridge Nationals) must have been using a word processor as their normal way of working for classes, homework, internal tests and internal exams.

It is not school policy to provide a word processor for a student solely on the basis that they prefer to type or that they can work faster on a keyboard because they use a laptop at home.

A student may also use a word processor on a temporary basis as a consequence of a temporary injury.

Students who have permission to use a word processor in class are able to borrow a laptop or iPad from the SEN Department if one is not available in the curriculum area. The School will provide word processors with spelling and grammar checkers and predictive text facility removed for use in internal exams and public exams. These word processors are not able to connect to the internet.

The use of a word processor is considered and agreed where appropriate at the start of the course. Students are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

The need for the use of a word processor is considered on a subject by subject basis. Students who have permission to use a word processor in exams do not have to use it in all exams, e.g. they may opt to use it in subjects with extended writing demands only. The provision will be agreed with the SENCO during mock/practice exams.

Students may use their answer booklet in addition to the word processor if they wish to do so. For example, a student may type certain questions and handwrite shorter answers.

The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

Where possible students using word processors in external exams are internally accommodated together in a smaller room within the school.

Signed: .....

Dated.....