

| <b>Howard of Effingham</b>                                                                                                                          |                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications) and Internal Appeals Policy 2025-26</b> |                                                                                                 |
| <b>Person Responsible for Policy</b>                                                                                                                | <b>Kate Armstrong</b>                                                                           |
| <b>Head of Centre</b>                                                                                                                               | <b>James Baker</b>                                                                              |
| <b>Review Date</b>                                                                                                                                  | <b>September 2026</b>                                                                           |
| <b>Other relevant documents</b>                                                                                                                     | <a href="#"><u>Non-examination assessments 2025-2026 – Joint Council for Qualifications</u></a> |

This policy will

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

### **What are non-examination assessments?**

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects.

The stages are:

- task setting;
- task taking;
- task marking

The Howard of Effingham is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. We will ensure that students have the correct time to complete the assessments and the correct resources are made available to them. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity.

The Howard of Effingham is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

In order to achieve this the following steps will be taken:

1. The Howard of Effingham will ensure that all tasks are set within the boundaries set by the exam board and that all support offered permitted within the guidelines of the exam board. The level of support may vary depending on the exam board and subject in question.
2. The Howard of Effingham will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
3. The Howard of Effingham will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
4. The Howard of Effingham will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.

5. The Howard of Effingham will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision. Owing to a number of exam boards changing the dates for submission of coursework, the dates and timeframes for appeals will differ. Parents and students will be informed of this separately.
6. The Howard of Effingham will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review. Please email requests to the relevant Head of Faculty and copy in the Vice Principal (kate.armstrong@thehoward.thpt.org.uk)
7. The Howard of Effingham will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
8. Centre staff will ensure that they are aware of the specific regulations regarding redrafting and feedback for each qualification taken.
9. Mark worked will be stored securely in school by the teacher. Work can be collected, marked and stored on paper or electronically. Securely means that students, parents or staff will not have access to the work after the centre assessed grade has been awarded.
10. The Howard of Effingham will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
11. The Howard of Effingham will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
12. The Howard of Effingham will inform the candidate in writing of the outcome of the review of the centre's marking.
13. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

### **Review of Marking Appeals Process**

NEA outcomes will be shared with student, they will then be asked to sign declaration. By signing the declaration they agree that they have:

- been informed of my centre assessed marks in the subject referenced above
- understood that these marks are subject to confirmation by an external moderation procedure and that they may go up or down as a consequence
- understood that I have a right to request a review of the centre assessed marks if I believe that the proper procedures outlined in the non-examination assessment policy have not been followed or that the assessor has not properly applied the mark scheme. I understand that the non-examination assessment policy and the Internal Appeals policy is available on the school website.
- Understood that I may request copies of materials to assist me in considering whether to request a review of the centre's marking of the assessment. I understand there will be a £10 admin charge relating to this request.
- Understood that if I wish to make a request for the centre assessed marks to be reviewed I need to do this within the timeframes set out in Appendix 1

**To request an appeal/review of marking the student should:**

- Email the relevant Head of Faculty and copy in [kate.armstrong@thehoward.thpt.org.uk](mailto:kate.armstrong@thehoward.thpt.org.uk)
- they should state the grounds for this in the request, reviews will only be considered where the student believes they have been incorrectly awarded marks for the NEA.

This request must be made by the student and not by a parent/carer on behalf of the student.

Once the review of marking is requested stages 8-11 outlined above will be undertaken.

**Further Appeals**

A further appeal to the exam board can be made in some circumstances. A review of moderation (service 3) is:

- is not available if no adjustment was made to the centre's marks as a result of the original moderation.
- not available for an individual candidate.

Further information regarding post results services will be published on the JCQ website.

**Use of Artificial Intelligence (AI) and Plagiarism**

- Students should be regularly reminded that NEAs must be their own work and that any quotes or references to other work must be fully referenced in their work.
- Students must not use AI to create work, teachers are aware of common signs of AI use and plagiarism and suspensions of use of these will be fully investigated.
- Where AI has been used to produced work or plagiarism has been established, schools must report this the relevant exam board as suspected malpractice.
- Where malpractice is established, a student will receive sanctions in line with JCQ guidance. These sanctions are determined by the exam board and not the school.
- In the most extreme cases a student could be disqualified from all exams in the relevant series and barred from sitting future exams for a specific period of time.
- Further information regarding the use of AI in assessments can be found [here](#). Information on sanctions for malpractice can be found [here](#).

