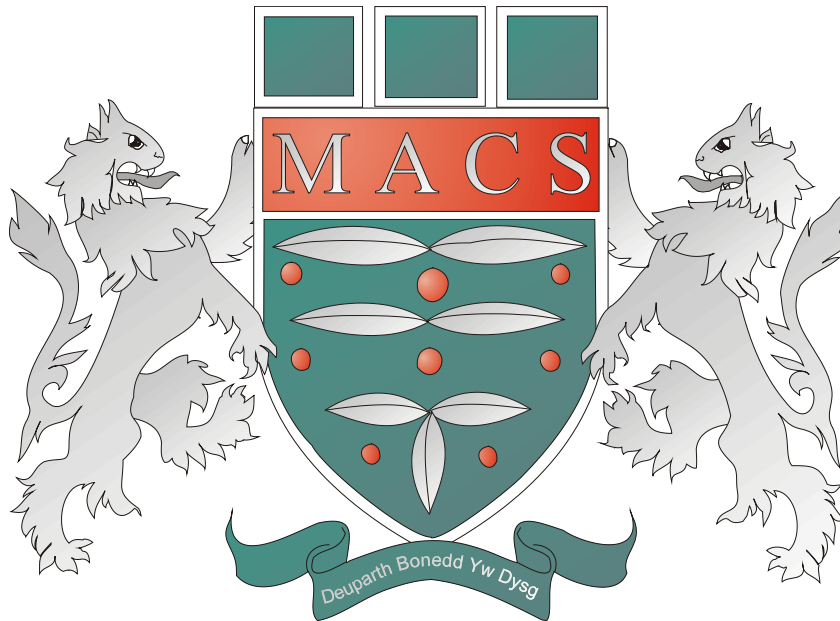


# MOUNTAIN ASH COMPREHENSIVE SCHOOL

YSGOL GYFUN ABERPENNAR



## EXTERNAL EXAMINATIONS POLICY

Signed: G. Thomas (Chair of Governors)

Date: 24.11.25

Updated: November 2025  
Next update: November 2026

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The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Governing Body Policies Committee, with support/ advice as required from our Assistant Headteacher for Curriculum and our Exams officer.

## 1. **EXAM RESPONSIBILITIES**

### **Headteacher – Mrs S Evans**

Overall responsibility for the school as an exam centre:

- the headteacher is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

### **Exams Officer – Mr Morgan Griffiths**

Manages the administration of public and internal exams and analysis of exam results:

- Advises the senior leadership team, subject teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- Oversees the production and distribution to teaching staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Prepares and presents reports to the SLT showing results achieved and comparable data for previous years
- Submits candidates' coursework marks and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Advises on appeals and re-marks and forwards any appeals/re-mark required to the Awarding Bodies
- Arranges for dissemination of exam results and certificates to candidates
- Maintains systems and processes to support the timely entry of candidates for their exams

- Receives, checks and stores securely all exam papers and completed scripts
- Identifies and manages exam timetable clashes
- Production of rooming and seating plans for all examinations
- Responsibility for maintaining JCQ protocols in exam rooms
- Collection of exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Works with the school's data manager to undertake the annual 'data checking' exercise to ensure that ALL relevant exam data is included in the school's performance data for external scrutiny
- Provides support to SLT on results days to oversee the distribution of results to candidates and deal with any issues that may arise
- Undertakes meticulous checking processes with Directors and Leaders of Learning with regard to examination entries
- Conducts pre-examination meetings with Senior Leaders and other staff who support the examinations process (including the ALNCo) to ensure that information on seating plans is shared in advance and any anomalies or issues can be identified ahead of the exams
- Delegates responsibility for specific examination halls/ rooms to members of SLT/ALNCo to support the exams officer on days when there are large numbers of candidates sitting examinations
- Production of an examinations folder for all members of SLT/ALNCo containing information on candidates for checking purposes on the day of examinations
- Provides care and support to candidates to reassure them during the external exam series

### **Assistant Headteacher - Mr Rob Phelps**

- Organisation of the school curriculum and timetable
- External validation of courses followed at key stage 4/post-16
- Line management of the exams officer

### **Directors and Leaders of Learning**

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of coursework mark sheets and declaration sheets
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

## **Careers Officer – Mr Sam Richards**

- Guidance and careers information

## **Subject Teachers**

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to Directors and Leaders of Learning

## **ALNCo - Miss Claire Hopla**

- Administration of access arrangements
- Identification and testing of candidates' requirements for access arrangements
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, IT equipment - to help candidates achieve their course aims
- Checking that all access arrangements are in place prior to ALL external exams
- Attends pre-examination meetings with the exams officer to ensure that information on seating plans for candidates with access arrangements/needing additional support is shared in advance and any anomalies or issues identified ahead of the exams
- Supports the exams officer to produce an examinations folder for all members of SLT/ALNCo containing information on candidates with access arrangements/additional support for checking purposes on the day of examinations
- Responsible, in collaboration with the exams officer, for ensuring that all access arrangements/additional support is provided in the appropriate examination halls/rooms before and during all external exams
- Provides care and support to candidates with access arrangements/additional support to reassure them during the external exam series

## **Candidates**

- Confirmation of entries
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own

## **Data Manager**

- Support the exam officer, where appropriate, in the input of data
- Work with the exams officer to undertake the annual 'data checking' exercise to ensure that ALL relevant exam data is included in the school's performance data for external scrutiny

## **Other Administrative Staff**

- Support for the input of data
- Support in preparing candidates' exam results for distribution on results days
- Posting of exam papers and retaining of Certificates of Posting

## **2. THE QUALIFICATION OFFERED**

The qualifications offered at this centre are decided by the Headteacher.

The qualifications offered are WJEC, TLM, NCFE, LIBF, *GCSE, BTEC, GCE AS, A2 and the Welsh Baccalaureate*.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams officer must be informed by 30<sup>th</sup> September.

### **At Key Stage 4**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

### **At Post-16**

It is expected that AS modules will be completed during Year 12 and all A2 modules will be completed in Year 13, with the exception of exam resits. It is expected that all candidates will be registered for the Welsh Baccalaureate Qualification.

### 3. **EXAM SEASONS AND TIMETABLES**

#### 3.1 Exam seasons

External exams are scheduled in November, January, February, March, May and June.

Directors and Leaders of Learning decide which exam series are used in the centre.

#### 3.2 Timetables

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

The exams officer will produce rooming timetables for all external examinations and post these on notice boards in the school.

Rooming access arrangement candidates is based on JCQ regulations. Candidates with a long-term need must be professionally assessed and the need for separate rooming evidenced as the candidates "normal way of working".

Candidates that have an access arrangement requirement of up to 25% extra time will be placed in a designated area in the main examination hall unless they have an evidenced long-term need for separate rooming. These candidates will remain in the room until the end of that extended period in order to encourage them to fully use their allocated time.

Candidates with an emergency short-term need (e.g. bereavement, trauma or injury) must meet JCQ regulations and may be re-roomed at the discretion of the exams officer/exams clerk.

The "Access Arrangement Candidate Approval Records" and related evidence of candidate need, must be kept in the examination room in order to satisfy the JCQ Inspection team.

### 4. **ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RETAKES**

#### 4.1 Entries

Candidates are selected for their exam entries by Directors and Leaders of Learning.

A candidate or parent/carers can request a subject entry, change of level or withdrawal via Directors and Leaders of Learning.



## 4.2 Late entries

Entry deadlines are circulated to Directors and Leaders of Learning via internal memo.

Late entries are authorised by the exams officer.

## 4.3 Retakes

Candidates are allowed 1 retake per subject in GCSE/ GCE

Retake decisions will be made in consultation with the candidates, exams officer and the Directors and Leaders of Learning.

(See also section 5: Exam fees)

## 5. **EXAM FEES**

- GCSE initial registration and entry exam fees are paid by the centre.
- AS initial registration and entry exam fees are paid by the centre.
- A2 initial registration and entry exam fees are paid by the centre.
- Late entry or amendment fees are paid by the faculty.
- Candidates or faculties will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.
- Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.
- The fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.
- Fees for the first GCE result are paid by the centre.  
(See also section 4.3: Retakes)
- Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.  
(See also section 11.2: Enquiries about results [EARs])

## **6. THE EQUALITIES ACT (2010), ADDITIONAL LEARNING NEEDS AND ACCESS ARRANGEMENTS**

### **6.1 The Equalities Act (2010)**

The Equalities Act (2010) extends the application of equalities legislation to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **6.2 Additional Learning Needs**

A candidate's additional learning needs requirements are determined by the ALNCo.

The ALNCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The ALNCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

### **6.3 Access Arrangements**

Making special arrangements for candidates to take exams is the responsibility of the ALNCo.

Submitting completed access arrangement candidates will be organised by the ALNCo with the exams officer.

A Data Disclosure consent form must be completed and signed by all candidates requiring access arrangements in order to allow the JCQ inspectors access to candidate evidence without breaching Data Protection legislation. This is the responsibility of the ALNCo to provide at the point of application and must be stored with the "Access Arrangement Candidate Approval Records".

## **7. ESTIMATED GRADES**

### **Estimated Grades**

The Directors and Leaders of Learning will submit estimated grades to the exams officer when required by the exams officer.

## 8. **MANAGING INVIGILATORS AND EXAM DAYS**

### 8.1 Managing Invigilators

External invigilators will be used for exam supervision. They will be used for all exams.

The recruitment of invigilators is the responsibility of the School Business Manager, in collaboration with the exams officer.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the School Business Manager.

DBS fees for securing such clearance are paid by the centre.

Invigilators are trained, timetabled and briefed by the exams officer. Invigilators' rates of pay are set by the School Business Manager.

### 8.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators.

Site management is responsible for setting up the allocated examination rooms.

The exams officer or delegated person will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Exam papers are to be collected by Directors and Leaders of Learning at the end of the exam session, and will be destroyed if not collected by the end of the exam season.

## 9. **CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION**

### 9.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. It is the responsibility of the Heads of School

to arrange the contact of candidates that are late for the examination.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

For exams longer than one hour, candidates will not be allowed to leave the exam room until at least one hour after the published starting time. They will not be allowed to return.

## 9.2 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays if necessary.

## 9.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

# 10. **COURSEWORK AND APPEALS AGAINST INTERNAL ASSESSMENTS**

## 10.1 Coursework

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Directors and Leaders of Learning will ensure all coursework is ready for despatch at the correct time and the reception office will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams officer by the Directors and Leaders of Learning.

## 10.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the exams officer.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- appeals should be made in writing by 31<sup>st</sup> May to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

## 11. **RESULTS, ENQUIRIES ABOUT RESULTS (EARs) AND ACCESS TO SCRIPTS (ATS)**

### 11.1 Results

Candidates will receive individual results slips on results days in person at the centre/by post to their home address (candidates to provide sae).

Arrangements for the school to be opened on results days are made by the headteacher.

The provision of staff on results days is the responsibility of the headteacher.

### 11.2 Enquiries About Results (EARs)

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.  
(See section 5: Exam Fees)

### 11.3 Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Re-marks cannot be applied for once a script has been returned.

## 12. **CERTIFICATES**

Certificates are presented in person.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so.

The centre retains certificates for six years.

This policy is next due for review in November 2026.

# MOUNTAIN ASH COMPREHENSIVE SCHOOL



## Internal Appeals Procedure in External Qualifications

### Policy on Internal Assessments for External Qualifications

Mountain Ash Comprehensive School is committed to ensuring that:

- Internal assessments are conducted by members of the teaching staff that have the appropriate knowledge, understanding and skills and who have been trained in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the awarding body for the subject concerned.
- The consistency of internal assessment will be maintained by internal moderation and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of that specification relating to the qualification.

### Note to Students

If a student has any concerns about the procedures used in assessing their internally marked work for public exams i.e. coursework/portfolios, they should discuss the matter with the Director or Leader of Learning immediately. Following that, should the matter be unresolved the formal appeal procedure may be used by the student concerned.

Appeals may be made regarding the procedures used in internal assessment, but not the actual marks or grades submitted by the school for moderation by the Awarding Body.

### Written Appeals Procedures

The parent or guardian of a student wishing to appeal against the procedures used in internal assessment should write to the Exams Officer (*Mr. Jonathan Emm*), as soon as the matter arises. Deadline for receipt of appeal applications to reach the school, is ten days prior to the start of the written examination series. Internal appeals should have been considered and resolved by the date of the last externally assessed paper of examination.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Exams Officer, a member of our Senior Management team and a Director or Leader of Learning not involved in the internal assessment conformed to the published requirement of the Awarding Body and the QCA Code of Practice.

The outcome of the appeal will be reported in writing to the parent or guardian of the student including relevant correspondence with the Awarding Body before public exam results day for that said award.

A written record of the appeal and the outcome will be kept on file and the Awarding Body will be informed of any amendments.

This policy will be kept under review and revised as necessary.



# **MOUNTAIN ASH COMPREHENSIVE SCHOOL**



## **POLICY FOR ASSESSMENT DECISIONS** **AT GCSE, AS AND A LEVEL**

School policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA, OCR, Edexcel, WJEC, CCEA and others.

This document covers the schools' policy in dealing with the Awarding Bodies, the Joint Council for Qualifications (JCQ), internal departments, officers of the school and any other parties involved in awarding matters.

### **Examinations and Procedures Relating to Examinations**

Examinations policy is decided by the Senior Leadership Team (SLT) with reference to the guidance and regulations supplied by the JCQ and the Awarding Bodies. The Exams Officer, *Mr Jonathan Emm* is responsible to the Head of Centre for the day to day administration of the examinations system.

All candidates should note that the Awarding Bodies are often unable to process appeals and queries relating to the examinations process, timetabling, internal assessment or complaints from students or parents. All queries of this type must be raised in the first instance with the school Exams Officer. Should a complaint relating to the administration of some part of the exams process be made against the Exams Officer, this must first be notified to the Head Teacher.

At the time of the exams, candidates must be aware of the JCQ "Warning to Candidates", a copy of which is posted inside and outside each examinations room. During examinations, candidates must follow any instructions given to them by the Exams Officer or any invigilator present. Candidates must also be aware of the regulations regarding the submission of coursework, particularly those relating to the proper acknowledgement of sources. Failure to do so can result in the Awarding Bodies of the JCQ setting penalties which can include official reprimands, loss of examination marks or in extreme cases the loss of all examination results and banning from future examinations.

The school undertakes to run the examinations system in accordance with the published JCQ guidance, given in the Instructions for the Conduct of Examinations (ICE) document, and others.

## **Mobile Phones and Examinations**

The possession of a mobile phone in an examination room, whether switched on or not, is an offence under JCQ regulation ICE 9.3. School policy is that mobile phones must not be brought into the examination room. Failure to observe this regulation will result in the loss of all results for the exam.

## Internal Assessment

Under section 2, paragraph 19, subsection IX of the Joint Council Code of Practice, the Awarding Bodies require school centres offering their examinations to:

1. have a published appeals procedure relating to internal assessment decisions;
2. make this document available and accessible to candidates.

The Awarding Body will moderate the assessed coursework/oral tapes and the final mark awarded is that of the Awarding Body. This mark is outside the control of *Mountain Ash Comprehensive School* and is not covered by this procedure.

*Mountain Ash Comprehensive School* will ensure that:

1. work submitted by the candidate for assessment has been authenticated as original work according to the guidance issued by the Joint Council;
2. at the beginning of the course, candidates are given written guidance about the Awarding Bodies regulations on the production of coursework and the school's deadlines for submission. Information about the school's appeals procedure, together with this document, will be given at the same time;
3. within each faculty, candidates are given adequate and appropriate time to produce the coursework;
4. internal assessments are conducted by staff who have an appropriate level of knowledge, understanding and skill;
5. the consistency of the internal assessment is secured through the faculty mark scheme or making criteria and internal standardisation, as necessary;
6. the staff responsible for internal standardisation of a subject will attend any training sessions given by the relevant Awarding Body.

## Internal Appeals Procedure

1. The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgement themselves.
2. The appeal must be made in writing to the School's Exams Officer, *Mr Jonathan Emm* by 31<sup>st</sup> May of the year that the coursework was assessed. The grounds for the appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/carer/friend.
3. The Headteacher will nominate the exams officer or a senior member of staff, normally the deputy headteacher, to lead the enquiry. An experienced Director or Leader of Learning or School Governor to act as an independent member will also be on the panel.
4. The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. The enquiry will be completed by the end of June of that examination series.
5. The panel's findings will be formally reported back to the candidate/parent/carer at the beginning of July.
6. Records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept by the Exams Officer and made available to the Awarding Body if required.

## **GCSE None-Examined Assessment (Coursework) Procedure at Mountain Ash Comprehensive School**

1. None-Examined Assessment (NEA) is defined as any piece of written or practical work which is marked by the school or an external examiner and which contributes to a GCSE Award.
2. Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about GCSE NEA Regulations.
3. Irregularities in NEA discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
4. An irregularity in NEA discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
5. NEA must be handed in by the agreed published faculty deadline.
6. All students are given the same and sufficient time to complete the work.
7. Students are given clear instructions as to the time and place for handing in the work.
8. The work must be handed in by the student to the designated teacher and not given to another student to hand in.
9. If the student is absent from school on the deadline day, a parent/carer or friend must bring the work to school to be handed in to meet the deadline.
10. If it is impossible to deliver the work to school, the Deputy Head Curriculum must be contacted by phone on the deadline day for advice.
11. If the coursework has not been completed by the deadline, the incomplete work must be handed in on the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.
12. Normally there will be no extension of an NEA deadline if a student is absent for a day or two during the period that the NEA is being completed.
13. If there are any special circumstances e.g. a school exchange, play rehearsals or a prolonged absence covered by a medical

certificate, there is a possibility of an extension but this must be negotiated with the Deputy Head Curriculum. A note will be given to the Director or Leader of Learning and parents to confirm the extension.

## **Non-Examined Assessment (NEA) Appeals Procedure**

1. The Joint Council for Qualifications Code of Practice requires schools to have a published appeals procedure relating to internal assessment decisions.
2. The grounds for appeal relate only to the procedure used in arriving at internal assessment decisions and do not apply to the judgements themselves.
3. Appeals must be made in writing 31<sup>st</sup> May of the year that the work was assessed to:

***Mr Jonathan Emm***  
**The Examinations Officer**

4. **Mountain Ash Comprehensive School** Appeals Procedure is available for inspection

***Mr Jonathan Emm***  
**Examinations Officer**

**GCSE Non-Examined Assessment (NEA) Reply Sheet for [Academic Year]**

**Student Name:** .....

**Form:** .....

We have received the letter [date] containing

- Mountain Ash Comprehensive GCSE NEA Procedure
- Mountain Ash Comprehensive NEA Appeals Procedure
- The Joint Council Notice to Candidates about NEA Regulations
- The NEA deadlines for [Academic Year]

We agree to Mountain Ash Comprehensive and Joint Council regulations in the documents listed above.

**Student Signature:** .....

**Parent/Carer Signature:** .....

**Date:** .....

Please return this reply sheet to ***Mr Jonathan Emm, Exams Officer*** on [date]



## **Assessed AS/A Level Non-Examined Assessment (NEA) [Academic Year]**

**Student Name:** .....

**Tutor Group:** .....

Several AS and A Level subjects have an NEA requirement whose marks contribute to the final grade. It is most important that you keep to the deadlines for the submission of NEA work.

Many of you are extremely conscientious and our experience has shown that this can create problems. Please act on the advice of your teachers in regard to:

- The amount of time to be spent on any NEA task
- The need for planning on long term projects
- Any deficiencies highlighted in the monitoring of NEA work

Our approach to NEA planning and deadlines is a reflection of the importance of this element of AS and A Level courses and our intention to support our students in every way in order to reduce stress and pressure. This is why we have a procedure to ensure that all our students are treated fairly regarding the meeting of NEA deadlines. Please read this very carefully.

### **NEA Procedure at Mountain Ash Comprehensive School**

1. Non-Examined Assessment (NEA) is defined as any piece of written, practical or oral work which is marked by the school or an external moderator and which contributes to an AS or A Level grade.
2. Irregularities in NEA discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
3. An irregularity in NEA discovered after the signing the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
4. Students must read and understand fully the **Notice to Candidates** from the Joint Council for Qualifications about GCE NEA regulations.
5. All students are given the same and sufficient time to complete the work.
6. NEA must be handed in by the agreed published faculty deadline which is earlier than the final deadline for the Awarding Body. This is to enable work to be marked and standardised.
7. You will be given clear instructions by the faculty as to the time and place for the handing in of the work.
8. The work must be handed in by you and not given to another student in the school to hand in.
9. If you are absent on the deadline day a parent/carer or friend must bring the work to school to be handed in to meet the deadline. If it is

impossible to deliver the work to school, you must contact the school by phone on the day to give an explanation.

10. If NEA has not been completed by the deadline, the incomplete work must be handed in by the deadline to receive a mark. There will be no further opportunity to complete this work for an improved mark.
11. Normally there will be no extension of an NEA deadline if you are absent for a few days during the period that the work has to be completed.
12. If there are any special circumstances e.g. an exchange, play rehearsal or extended absence covered by a medical note, there is the possibility of an extension but this must be negotiated with the school. A note will be given to the Director or Leader of Learning to confirm the extension and parents will be informed if necessary.

### **NEA Appeals Procedure**

1. The Joint Council for Qualifications Code of Practice requires schools to have a published appeals procedure relating to internal assessment decisions.
2. The grounds for appeal relate only to the procedure used in arriving at internal assessment decisions and do not apply to the judgements themselves.
3. Appeals must be made in writing to the ***Exams Officer, Mr Jonathan Emm, Mountain Ash Comprehensive School by 31<sup>st</sup> May*** of the year that the NEA was assessed.
4. The appeals procedure is available for inspection.

***Mr Jonathan Emm***  
**Exams Officer**

### **What the Director/Leader of Learning must provide for the Appeal Panel**

1. Faculty minutes to indicate that the school procedure for internally assessed NEA was discussed and given out to new and existing members of the faculty. Absentees were given their copy.
2. The mark scheme or marking criteria for the NEA provided by the Awarding Body.
3. The faculty mark scheme or marking criteria given to the teachers for marking the NEA if this differs from that of the Awarding Body.
4. Dates when the NEA was set and to be handed in for that student.
5. Evidence that all teaching groups have been given the same length of time.
6. The faculty policy for candidates who were absent when the NEA was set or were absent for part of the period during which the NEA was being carried out.
7. Dates when the NEA was marked by the teachers.
8. The name of the teacher in charge of the internal standardisation.
9. Dates when the teacher attended the last Awarding Body standardisation meeting.
10. Evidence that the information from this meeting was disseminated to the faculty.
11. Date(s) for faculty standardisation meeting(s) and teachers in attendance.
12. If the teacher assessing the piece of NEA was absent, what was done to ensure that the information was given to the teacher?
13. Copy of NEA marks sent to the Awarding Body.
  - The above information should be provided in a ring binder or suitably filed.
  - It would be advisable to set up this binder at the beginning of the course and update it each year.
  - If an appeal application is made, the Director/Leader of Learning would only have a short time to provide this information for the appeal panel. **Appeals have to be made by 31<sup>st</sup> May in the year that the work was assessed.**
  - The evidence above may only be requested by an Awarding Body inspector visiting the school or the Awarding Body if a parent makes a further appeal against the panel's decision.

# **MOUNTAIN ASH COMPREHENSIVE SCHOOL**

**YSGOL GYFUN ABERPENNAR**



**Outlining staff responsibilities –  
GCSE Non-Examined Assessment (NEA)**

## **Outlining staff responsibilities – GCSE Non-Examined Assessment**

### **Senior Leadership Team**

- Accountable for the safe and secure conduct of Non-Examined Assessments (NEA). Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Directors and Leaders of Learning 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 NEAs
  - 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.

### **Directors and Leaders of Learning**

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40 per cent of overall assessment (NEA and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Supply to the exams officer details of all unit codes for NEAs.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to NEA.
- 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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

## **Teaching staff**

- Understand and comply with the general guidelines contained in the relevant JCQ documentation.
- Understand and comply with the awarding body specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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 officer 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 Additional Learning Needs Coordinator (ALNCo) for any assistance required for the administration and management of access arrangements.

## **Exams officer**

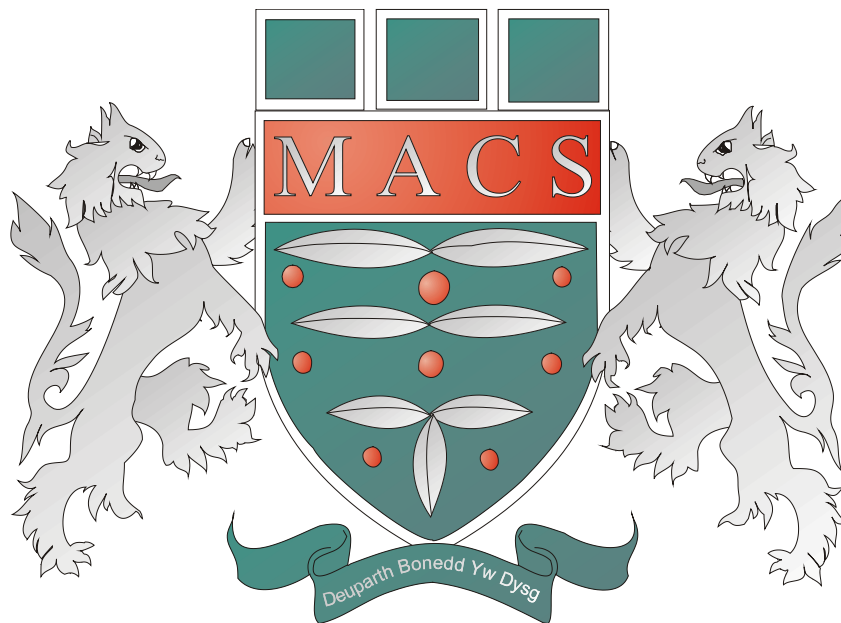
- Enter students for individual units, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams officer, to be responsible for receipt, 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.

**Additional Learning Need Coordinator/Additional Learning Support**

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

# **MOUNTAIN ASH COMPREHENSIVE SCHOOL**

**YSGOL GYFUN ABERPENNAR**



## **Conflict of Interest Policy**



This policy is reviewed and updated annually to ensure that conflicts of interest at Mountain Ash Comprehensive School are managed in accordance with current requirements and regulations.

Reference in the policy to GR relates to relevant sections of the current JCQ publication General Regulations for Approved Centres.

### **Introduction**

It is the responsibility of the head of centre to ensure that Mountain Ash Comprehensive School has a written conflicts of interest policy in place available for inspection. This policy confirms that Mountain Ash Comprehensive School:

Manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing 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) for qualifications which include internally assessed components/units and maintains clear records of all instances where:
  - exams office staff have 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) being entered for examinations and assessments either at the centre itself or other centres
  - centre staff are taking qualifications at their own centre which do not include internally assessed components/units
  - centre staff are taking qualifications at other centres (GR 5.3)

### **Purpose of the policy**

The purpose of this policy is to confirm how Mountain Ash Comprehensive School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

### **General principles**

A process is in place to collect any declaration of interest from all centre staff including exam invigilators. To identify and manage any potential conflict of interest.

### **Declaration process**

A declaration of interest electronic form is placed on the Staff Bulletin in the Autumn term. Non-responders are chased up.

## **Managing conflicts of interest**

A log of conflicts of interest is maintained and any potential conflict declared by centre staff is centrally recorded on the log. The relevant awarding bodies are informed of specific conflicts of interest. Where appropriate, the exams team will speak with staff to reduce any risks.

## **Roles and responsibilities**

The role of the head of centre:-

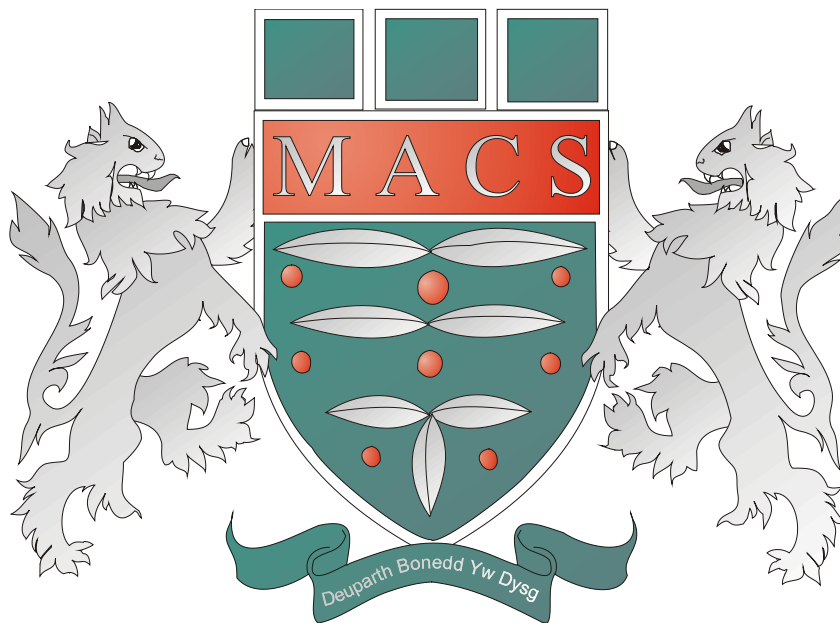
- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

The role of the exams office/officer:-

- Ensure the process for collecting declarations of interest is undertaken
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are:
  - Taking qualifications which include internally assessed components/units at their own centre
  - Teaching and preparing 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) for qualifications which include internally assessed components/units (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)

# **MOUNTAIN ASH COMPREHENSIVE SCHOOL**

**YSGOL GYFUN ABERPENNAR**



**Access to Fair Assessment Policy**

### **Rationale**

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Fair Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

### **Intent**

The School aims to provide the opportunity for students to gain qualifications with fair and well managed and monitored procedures. Students are made aware of the existence of this policy and have open access to it. It can be found on the school website, along with the appeals policies used by the School. All teachers and instructors are made aware of these policies and how to access them in order that students can be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

### **What students can expect from us**

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked controlled assessment will be assessed according to the requirements of the awarding body.

### **Students can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- A termly meeting with examinations officer and teacher to discuss progress, options or any difficulties which may be arising with an action plan to address any of these.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

### **Cheating and Plagiarism**

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore students can expect an awarding body to be informed if:

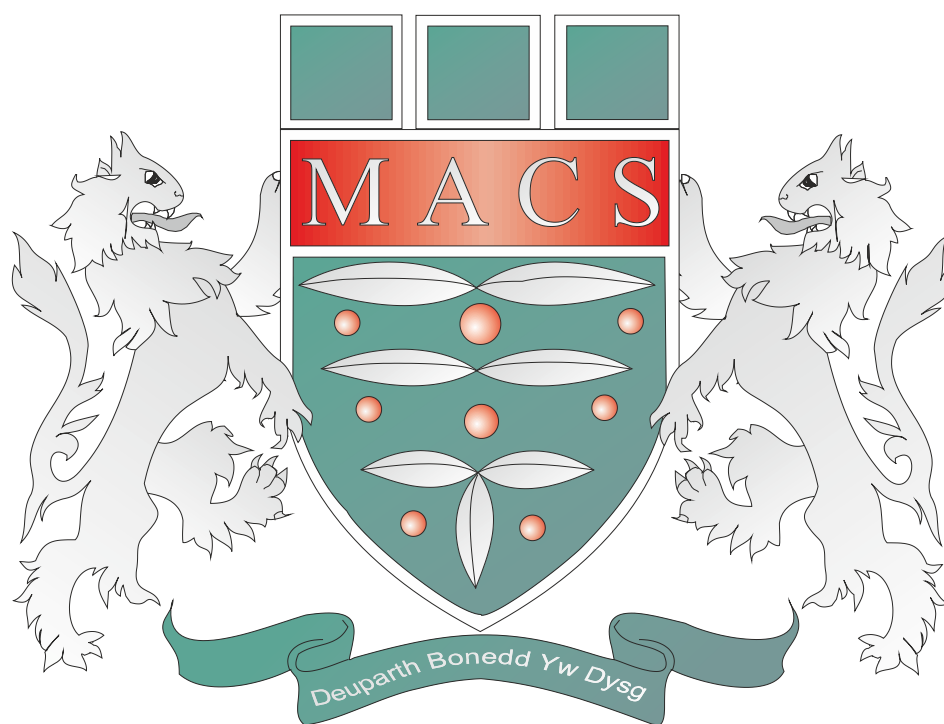
- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a controlled assessment.
- They copy another student's answers during a test or examination
- They talk to other students during a controlled assessment.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

# **MOUNTAIN ASH COMPREHENSIVE SCHOOL**

## **YSGOL GYFUN ABERPENNAR**



## **INTERNAL MODERATION POLICY**

**Updated: March 2024  
Next update: March 2025**

# **Internal Moderation Policy**

## **General Internal Moderation Principles**

1. It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
2. Internal moderation should be on-going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
5. All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

## Internal Moderation Process for Centres

### First 6 weeks of term

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Register candidates
- Allocate IM(s) to assessor(s)
- IM to approve proposed SoW / assessments
- IM to draw up sample plan (not to be shared with assessor – see IM process example sample plan)

### 2<sup>nd</sup> half of first term

- Co-ordinator to ensure that all IMs and assessors have met
- First round of formative internal moderation to be conducted. One copy of feedback sheet (see page 4) to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation. Minutes taken (see page 3)

### 1<sup>st</sup> half of second term

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in the centre portfolio
- All practical and NEA to be completed.
- Any action noted by the IM on first round to be checked and signed off
- Meeting held to discuss issues arising

### 2<sup>nd</sup> half of second term

- Third round of internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio
- Any continuing issues to be addressed and signed off
- Meeting held to discuss issues and plan for external moderation

### 1<sup>st</sup> half of 3<sup>rd</sup> term

- Co-ordinator to establish candidates and units to be put forward for external moderation
- Summative internal moderation to be conducted
- Arrangements to be made for External Moderation

### 2<sup>nd</sup> half of third term

- External Moderation takes place
- Meeting to be arranged to discuss feedback from External Moderation and plan put in place to address any issues arising

### Back to Term 1 again



## Minutes from Internal Moderation Meetings

Persons present:	Date:
Issues arising:	Action agreed / person(s) responsible
Date agreed for next meeting:	

## Feedback to Assessor Sheet for Formative Internal Moderation

Candidate name:		Date:
Assessor name:		
Internal Moderator name:		
Qualification title:		
Unit(s) moderated:		
Comments / feedback on how assessment / evidence meets the standards:		
Comments / feedback on completion of mandatory paperwork:		
Assessor signature:		Date:
Internal Moderator signature:		Date:
Date agreed for any action identified to be completed by:		
Internal Moderator signature to confirm action completed:		Date: