



St. Patrick's High School, Keady

Controlled Assessment Policy and Internal Appeals Policy 2019-20

Latest Review: March 2020
Next Review: September 2021
Person Responsible: Mrs Marie Moriarty

ADOPTED BY THE BOARD OF GOVERNORS

Date of meeting: 3rd March 2020

Signed:

A handwritten signature in black ink, which appears to read 'Logan Feek..', is written over the 'Signed:' label.



Mission Statement

“Excellence Every Day for Every Child.”

As a Catholic school in partnership with parents and the community, St Patrick’s seeks to provide children of all abilities with a secure, caring, stimulating and happy environment founded on values of hard work, personal integrity and quality learning and where all students are encouraged to develop their talents and character and to contribute positively to home, school, church and society.

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Acronyms used in this policy

BTEC – Business and Technology Education Council
GCE – General Certificate of Education
GCSE – General Certificate of Secondary Education
JCQ – Joint Council for Qualifications
SENC0 – Special Educational Needs Coordinator
SLT – Senior Leadership Team
EO – Examinations Officer

Definition

Controlled Assessment is a form of internal assessment which replaces GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Aims of Controlled Assessment Policy

- To outline procedures for planning, conducting and storing controlled assessment.
- To define staff roles and responsibilities
- To manage risks associated with controlled assessments.

This policy is written in accordance with the Joint Council for Qualifications (JCQ) guidance documents available from <http://www.jcq.org.uk/exams-office>

- Instructions for Conducting Controlled Assessments
- Instructions for Conducting Examinations
- Access Arrangements and Reasonable Adjustments
- Suspected Malpractice in Examinations and Assessments
- Information for Candidates – Controlled Assessment

Section 1: Processes

There are three stages or processes in controlled Assessment:

- I. Task-Setting: there is a need to ensure that tasks are valid and reliable by making them less predictable and formulaic.
- II. Task-Taking: the circumstances under which the task is taken and the need to address issues of authenticity; and
- III. Task-Marking: the need to ensure high-quality judgements in assessment.

1.1 Levels of Control

For each of the processes, different levels of control are possible – high, medium and low. The control levels are designated at three main points within the assessment process: task setting, task taking and task marking. The levels of control are to ensure reliability and authenticity and to make assessments more manageable for teachers and students. The levels also determine who sets the assessment, the conditions for carrying out the assessment and who marks the assessment.

Task Setting

In accordance with specific GCSE awarding body guidelines, Curriculum Leaders, depending on the subject, will be responsible for the setting appropriate centre specific tasks for controlled assessments (Medium Control) with guidance from the awarding body (High Control). In some subjects, the awarding body sets the tasks, but the Centre may be able to select from the number of comparable examples or adapt a task to its own circumstances. Where tasks are set by the awarding body, specifications provide opportunities for centres to contextualise those tasks to best suit their Centre-specific circumstances.

Each centre has the facility to:

- Make the task relevant to its own environment;
- Meet the needs and interests of its own candidates;
- Provide candidates with access to appropriate resources.

In all circumstances, the tasks must be developed according to the requirements of the specification.

Task Taking

Subject leaders and Subject Teachers are responsible for ensuring that candidates are aware of the criteria used to assess their work. Specifications describe the marking criteria in detail and should be shared with the candidates. It is acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

'Task-Taking' are the conditions for candidate support and supervision, and the authentication of the candidate's work. Controlled Assessment tasks will be undertaken with three levels of supervision:

- **Formal (high level of control)**
- **Informal (medium level of control)**
- **Limited (low level of control)**

Curriculum Leaders will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

At this school formal supervision (High Level of Control) means:

- Candidates will be under **direct supervision at all times** – in most cases, supervision will be undertaken by the Subject Teacher and Invigilator.
- Use of resources and interaction with others will be limited to what has been specified by the GCSE awarding body. The use of resources is tightly prescribed.
- Tasks will usually be undertaken during normal timetabled lessons in the usual teaching base or school Assembly Hall.
- Use of mobile phones and internet / email access will be prohibited.
- Candidates complete their work independently.
- Interaction with other candidates does not occur.
- No assistance of any description is provided.
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible.
- Subject specific display material with direct relevance to an assessment task will be covered.
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all students present for the session(s)
- A separate record of any incidents which occur during assessments will also be kept.

If the piece of controlled assessment takes place over a number of sessions, candidates' work will be collected, stored securely and redistributed as necessary.

At this school informal supervision (Medium Level of Control) means:

Candidates do not need to be directly supervised at all times i.e. they can work on their own with some guidance by the Subject teacher. In some subjects, for example in Art and Design, and Music, it may be necessary for candidates to complete part of the assessment outside the classroom.

The use of resources, including the internet, is not tightly prescribed however **all subjects must check the subject-specific requirements issued by the awarding body.**

Subject leaders have to ensure that:

- Interaction with others, including group work is permitted and all candidates participate in the assessment.
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidates own work.
- Sources used by candidate are clearly recorded.
- Where work has been carried out outside the classroom, the amount of work should be sufficient for the teacher or supervisor to determine each candidate's capability in relation to what is presented for assessment. An analytical discussion with the candidate about his/her work would be one method of ensuring authenticity.

At this school limited supervision (Low Level of Control) means:

Some aspects of work may be undertaken completely without supervision/outside the classroom – this may include research and data collection. Subject Teachers will make

close reference to the relevant awarding body's specifications when applying limited supervision.

Generally, candidates may normally:

- Have unlimited access to electronic and printed resources.
- Use the internet without restriction.
- Work in groups.

1.2 Task Authentication and Marking

Each year, before the first controlled assessment is conducted in school candidates will be reminded of the key points from JCQ Notice to Candidates on Controlled Assessments document before completing each assessment task.

Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given /sources used have been acknowledged.

Subject Teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Subject Leader and Examinations Officer who will follow the guidance set out in the JCQ instructions for controlled assessment.

Task Marking

'Task-Marking' specifies the way in which credit is awarded for candidates' outcomes. Task-Marking has either a High or Medium control level. High control means that the awarding body marks the task. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework. Most specifications are marked with a medium level of control. This means that they are internally marked by centres and externally moderated by the awarding body.

Internally assessed tasks will be marked by the Subject Teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements. Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

If a candidate submits no work when marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero). If a candidate submits very little work, it should be assessed against the assessment criteria and mark scheme. The appropriate mark should be awarded. If none of the work submitted is worthy of credit, a mark of zero should be given.

Internal Appeals

Candidates should be informed of the marks they have received in their controlled assessment before it is submitted to the awarding body. It should be clearly explained to candidates that the mark they have received is subject to change during the internal and external moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body (See Internal Appeals Policy for further information).

Section 2: Roles and Responsibilities

Head of Centre

The Head of Centre will be accountable for the safe and secure conduct of controlled assessments.

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 Subject Leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout both 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 controlled assessments.

Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, 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.
- Administration for e-moderation.

- Download and distribute mark-sheets for teaching staff to use, and collect and send mark-sheets to awarding bodies before deadlines.
- Distribute requests for and oversee the submission of candidates' coursework/controlled assessment marks. Oversee the submission of samples and any other material required by the appropriate awarding organisations on schedule.
- Support Subject Leaders in organising an invigilator to oversee the written completion of controlled assessments.
- In circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of SLT.
- Ensure that SENCO has updated signed scribe/word processor cover sheets to accommodate students with access arrangements.

Subject Leaders

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment (<https://www.jcq.org.uk/exams-office/coursework>). Some examples of Malpractice are outlined in Appendix 5 of the Examinations and Assessment Policy.
- Ensure that individual teachers have distributed the JCQ guidelines to students regarding the completion of Controlled Assessments (<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>).
- Ensure that for GCSE at least 40% of overall assessment (controlled 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 Examination Officer details of all unit codes for controlled assessments.
- 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.
- 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.
- Ensure that controlled assessments are incorporated into schemes of work and modular planning.
- To provide secure storage for controlled assessments in the event that subject teacher cannot.

- To know where the subject teacher secure storage facility is.
- To make Exams Officer aware of secure storage locations within the Department for controlled assessments.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out. Ensure that the EO is notified of times and locations of written controlled assessments so that an invigilator can be present to ensure the integrity of the process.
- Ensure that the school Appeals Policy is implemented within their Department. Students should be made aware of their controlled assessment marks no later than the 15th April in Year 12.
- Ensure all controlled assessment portfolios are ready for despatch at the correct time. Subject leaders are responsible for ensuring that all controlled assessment deadlines are met and that all controlled assessment procedures are followed. They must sign for the work after it has been given to the Exams office for dispatch.
- Ensure data records are kept and submitted to the awarding bodies by the specified date.
- Submit requests to the Exams office for the allocation of teachers to e-moderation.

Subject Teachers

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- 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.
- Ensure that pupils are aware of controlled assessment requirements in their subject area.
- Liaise with SLT to book accommodation when tasks are to be conducted outside the classroom.
- Teachers must **not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or subject-specific guidance states otherwise.
- 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 confirming that the work is solely that of the candidate concerned and was completed under the required conditions.

- Mark internally assessed components using the mark schemes provided by the awarding body. The work will be standardized internally and prepared for external moderation in line with the requirements set by the awarding body.
- Submit marks through the Exams Office to the awarding body when required, keeping a record of the marks awarded. It is the responsibility of teachers to carefully check the marks they are submitting to an awarding body in order to minimise errors.
- Retain candidates' work securely between assessment sessions (if more than one).
- To make Subject Leader aware of their secure storage unit.
- Return controlled assessment invigilator log sheet along with attendance registers to Examination Officer.
- 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.
- Liaise with the special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Any concerns about malpractice should be discussed with the Examinations Officer. Further guidance is provided in the Joint Council for Qualifications booklet, 'Instructions for Conducting Controlled Assessments'.

Special Educational Needs Coordinator

- Ensure that F8 form and relevant tests have been completed.
- Ensure access arrangements have been applied for and that pupil folders are updated.
- Make Subject leaders, Subject Teachers and the Exams Officer(EO) aware of students' access arrangements.
- Work with Departments to ensure appropriate provision of support staff to facilitate access arrangements for controlled assessments.
- Ensure that support staff have completed the necessary paperwork to be attached to controlled assessment portfolios i.e. scribe/word processing cover sheets.

Candidates

- Students should adhere to deadlines set by the school and individual departments.
- Respect conventions regarding plagiarism and use of quotations.
- Ensure all work submitted is their own. They must not copy or allow another student to copy their work.

- Each student must sign a declaration to confirm that the work they are submitting for final assessment is their own unaided work.

Section 3: Sharing of Exemplar Controlled Assessments

The sharing of exemplar controlled assessments with candidates is encouraged as good teaching practice by the Joint Council for Qualifications (JCQ). The sharing of exemplar controlled assessments or coursework with candidates must be done under closely controlled and supervised conditions to ensure that it is not submitted as their own for a current assessment.

Live controlled assessments and candidates' coursework should be kept confidential at all times and securely locked away. It is not acceptable for teaching staff to share live controlled assessments or coursework with candidates.

Section 4: Drafting and Redrafting of Work

- When drafting skills are being assessed, mark schemes will clearly give credit for drafting/redrafting of work. Therefore, candidates' work should show evidence of drafting and redrafting.
- **When drafting is not one of the skills being assessed, teachers may review candidates' work and may provide advice at a general level to the whole class.**
- **Teachers must not provide detailed and specific advice on how drafts could be improved to meet assessment criteria.**

Section 5: Storage of Work

All assessment materials throughout the assessment period must be stored securely by the subject department, in a locked cupboard or cabinet. It is the responsibility of the Subject Teacher to inform the Subject Leader where their locked storage space is located. The Subject Leader has to make the Exams Office aware of the locked storage arrangements for all of the teachers in their subject area. Work produced electronically must be saved securely to ensure that it cannot be amended between sessions. Work stored on memory pens should also be collected at the end of each session and stored securely away.

Section 6: Internal Standardisation

Internal Moderation is a key process to ensure that assessment methods are consistent across all teachers within a subject area and to ensure that outcomes are fair to all learners. Evidence of a robust internal moderation system is the responsibility of the Subject leader and they must ensure that there is a reliable system in place. It is good practice for at least one member of the department to attend agreement trials in relation to controlled assessment in their subject. The Subject Leader has the responsibility to ensure that new teachers are fully trained in controlled assessment practices and marking within their department. It is the responsibility of Subject Teachers to participate in the moderation process by keeping necessary records, attending relevant meetings and submitting marked candidate work as requested.

Robust moderation processes in departments should:

- Require that candidate controlled assessments have a cover page included that must be dated by teachers/students to reflect the time at which it was undertaken.

- Hold a trial marking session prior to marking so that teachers can compare standards through cross-marking a small sample of work.
- Ensure that there is an agreed understanding of the assessment criteria to be applied to the controlled assessment.
- At the internal standardisation meeting if there are inconsistencies then teachers should ensure that they have made necessary adjustments to their entire set of controlled assessments.

Section 7: Absenteeism of Pupils and Repeat Controlled Assessment Tasks

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised ensuring that the controlled assessment supervision requirements for the specific subject(s) are met. If the assessment cannot be repeated, then SLT should be advised so that the awarding body may be contacted.

The school will consider requests to repeat controlled assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders. If a controlled assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Section 8: Malpractice

'Malpractice', **which includes maladministration and non-compliance**, means any act, default or practice which is a breach of the Regulations or which:

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; **and/or**
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Also, failure to take action as required by an awarding body, as detailed in this document, or to co-operate with an awarding body's investigation, constitutes malpractice. Guidance is provided in the JCQ booklet 'Suspected Malpractice in Examinations and Assessments: Policies and Procedures'.

8.1 Student Malpractice

- Malpractice by a candidate in a controlled assessment/ coursework discovered prior to the candidate signing the declaration of authentication need not be reported to the awarding body, but will be dealt with in accordance with the school's internal procedures.
- If malpractice by a candidate in a controlled assessment/coursework is identified after the candidate has signed the declaration of authentication, then the Head of Centre must submit full details to the appropriate awarding body.

Examples of student malpractice in relation to controlled assessments include:

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the assessments;

- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of technology to aid the copying);
- allowing work to be copied e.g. posting work on social networking sites prior to an assessment;
- the deliberate destruction of another candidate's work;
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio;
- allowing others to assist in the production of controlled assessment, coursework, non-examination assessment or assisting others in the production of controlled assessment, coursework or non-examination assessment;
- the misuse, or the attempted misuse of assessment materials and resources (e.g. exemplar materials);
- bringing into the controlled assessment session inappropriately annotated texts;
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non-examination assessments or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one's place in an assessment;
- plagiarism: unacknowledged copying from or reproduction of published sources or incomplete referencing;
- theft of another candidate's work;
- bringing into the assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, MP3/4 players, pagers, Smartwatches or other similar electronic devices;
- the unauthorised use of a memory pen or similar device where a candidate uses a word processor;
- facilitating malpractice on the part of other candidates;
- behaving in a manner so as to undermine the integrity of the examination.

8.2 Teacher Malpractice

The school will carry out an investigation where it is evident that a teacher has helped a student with their controlled assessment beyond the guidance contained in the specification. Where there is malpractice, it will be dealt with under the disciplinary policy of the school/CCMS and the awarding body will be informed by the Head of Centre.

Examples of teacher malpractice in relation to controlled assessments include:

- assisting candidates in the production of controlled assessment, coursework, non-examination assessment or portfolios, beyond that permitted by the regulations;
- sharing or lending candidates' controlled assessment, coursework or non-examination assessment with other candidates in a way which allows malpractice to take place;
- assisting or prompting candidates with the production of answers;
- permitting candidates in a controlled assessment to access prohibited materials (dictionaries, calculators etc.);

- prompting candidates in an assessment by means of signs, or verbal or written prompts;
- assisting candidates granted the use of an Oral Language Modifier, a practical assistant, a prompter, a reader, a scribe or a Sign Language Interpreter beyond that permitted by the regulations.

Internal Appeals

Procedures

2019/2020

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Acronyms used

BTEC – Business and Technology Education Council

GCE – General Certificate of Education

GCSE – General Certificate of Secondary Education

JCQ – Joint Council for Qualifications

SENCo – Special Educational Needs Coordinator

SLT – Senior Leadership Team

Rationale

St Patrick’s High School is committed to ensuring that whenever staff mark candidates’ work it is done fairly, consistently and in accordance with the regulations and awarding body’s specification and subject-specific associated documents. This policy details all procedures relating to non-examination assessments (for GCE, GCSE, project qualifications and vocational qualifications), including the marking and quality assurance processes that relevant teaching staff are required to follow.

Candidates’ work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. St Patrick’s High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body.

This procedure confirms **St Patrick’s High School** compliance with JCQ’s *General Regulations for Approved Centres 2019/2020 section 5.7* that the centre has in place “a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates” and that the centre “must inform candidates of their centre assessed marks. A candidate is allowed to request a review of the centre’s marking before marks are submitted to the awarding body.”

Certain components of GCSE and GCE qualifications (legacy GCSE coursework, GCE and GCSE non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2020 exam series)

Date	Qualification	Details Submission of Centre Assessed Marks
1 May 2020	GCE/GCSE	General Qualifications
5 May 2020	GCE/GCSE	GCE Health & Social Care/ GCE/GCSE Moving Image Arts GCE Music AS/A2
7 May 2020	GCE	GCE Biology (AS/A2)
12 May 2020	GCE/GCSE	Occupational Studies
7 May 2020	GCSE	AQA final date for submission of centre assessed marks
15 May 2020	GCE	AQA final date for submission of centre assessed marks

Key Dates 2019/2020

31st March – marks shared with pupils

10th April – deadline for appeals

Aims

This purpose of this policy is to:

- ensure that teachers and pupils are aware of the appeals procedure in relation to internally assessed coursework marks

- ensure that pupils in the school are not disadvantaged by decisions taken outside of the centre.

This policy is written in accordance with the Joint Council for Qualifications (JCQ) guidance documents available from <http://www.jcq.org.uk/exams-office>

- A Guide to the awarding Bodies' Appeals Processes

The following school policies are also relevant:

- Examinations Policy
- Policy for Controlled Assessment

Section 1: Appeals Procedure

Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

Appeal against a controlled assessment/coursework mark

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. St Patrick's High School 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.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of the appeals procedure below to consider whether to request a review of the centre's marking

St Patrick's High School will:

1. Ensure that candidates are informed of their centre assessed marks by the end of March so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. 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.
3. Having received a request for copies of materials, promptly make them available to the candidate.
4. Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. 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 (using the Internal Appeals Form appendix 1).

6. 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.
7. Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Inform the candidate in writing of the outcome of the review of the centre's marking.

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 and for JCQ inspection purposes.

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 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.

Appeal against the processes under which the controlled assessment was conducted

1. Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.
2. Appeals must be made in writing (using the Internal Appeals Form – appendix 1). The appeal must be made in writing to the Exams Office by 31st May of the year that the controlled assessment/coursework was assessed. The grounds for appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/carer/friend.
3. The Head of Centre will appoint a senior member of staff, e.g. Examinations Officer, to conduct the investigation. An experienced teacher and a member of SLT to act as an independent member will also be on the panel. The senior member of staff and experienced teacher will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject-specific associated documents.
6. 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. The enquiry will be completed by the end of June of that examination series.
7. The appellant will be informed in writing of the outcome of the appeal at the beginning of July, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.

6. The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of St Patrick's High School and is not covered by this procedure.

The above procedure is taken from the JCQ publication Appeals against internally assessed marks – suggested template for centres (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments) Internal appeals procedures 2019/2020.

To facilitate the appeals process, departments must provide for the Appeal panel:

- Departmental minutes from the first meeting of the school year to indicate that the school procedure for internally assessed coursework was discussed and given out to new and existing members of the department. Absentees were given their copy.
- The mark scheme or marking criteria for the controlled assessment/coursework provided by the awarding body.
- The departmental mark scheme or marking criteria given to teachers for marking the controlled assessment/coursework if this differs from that of the awarding body.
- Dates when the controlled assessment/coursework was set and to be completed by that student.
- Evidence that 'Task-Setting' was the same for all teaching groups.
- The department policy for candidates who were absent when the controlled assessment was set or were absent for part of the period during which the controlled assessment was being carried out.
- Dates when controlled assessments/coursework was marked by teachers.
- Names of teachers involved in internal standardisation.
- Names and dates of teachers who attended the last awarding body agreement trials.
- Evidence that the information from this meeting was disseminated to the department.
- Date(s) for the department standardisation meeting and records of teacher participation.
- If the teacher assessing the piece of controlled assessment/coursework was absent, what was done to ensure that the information was given to this teacher.
- Copy of controlled assessment/coursework marks sent to the awarding body.

The above information should be provided in a suitable file. It would be advisable for the subject Leader to set up this folder at the beginning of the course and update it each year. If an appeal application is made, the Subject Leader would only have a short time to provide this information to the appeals panel. The evidence above may also 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.

Section 2: Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms **St Patrick's High School** compliance with JCQ's *General Regulations for Approved Centres 2019/2020*, section 5.13 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are published by the exams office on results release day.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams in the Examinations Handbook and the accessibility of senior members of centre staff immediately after the publication of results.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested.

Reviews of Results (RoRs) offers three services.

- a) Service 1 – clerical re-check
- b) Service 2 – review of marking
- c) Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an RoR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected **after** the publication of results.

If a concern is raised about a particular examination result by the candidate, they should approach a member of the subject team in the first instance for advice on the feasibility of requesting a review of results.

Where a concern is identified by the head of subject or another member of the centre staff, the candidate will be contacted at the earliest opportunity by the member of staff raising the concern to advise them of their findings and give advice on the most appropriate service available.

Candidates are responsible for fees in respect of Services 1 and 2, these are payable in advance and upon receipt, within the published deadlines, a request will be made to the awarding body on their behalf.

Fees in respect of Service 3 – review of moderation will be the responsibility of the centre.

If the candidate (or his/her parent/carer) is advised by staff at the centre that an enquiry about results may not be appropriate and wishes to continue with a service 1 or 2 enquiry they will be informed that they do so at their own risk and will be required to confirm this in writing.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against a centre decision not to support a review, an internal appeal can be submitted to the centre by completing an **internal appeals form** at least 5 calendar days prior to the internal deadline for submitting a request for a review.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-Results Services* and *JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)* will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the *JCQ Appeals Booklet*. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

An **internal appeals form** should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams office). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Section 3: Enquiries About Results (EARs)

EARs for General Qualifications may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The Awarding Organisation's fee is payable by either the candidate or the department area depending on who has requested the EAR.

Following the issue of results, candidates may wish to see a copy of their script or ask for their script to be re-marked.

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. Candidate consent is required before any EAR request is processed.

Where the Head of Centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the guidance in the JCQ publications

Post-results services <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>.

Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer is not satisfied, they may make a further representation to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The Internal Appeals form should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the Head of Centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the Internal Appeals Form (Appendix 1) at least **one week prior to** the internal deadline for submitting an EAR.

A Priority Script and Priority Remark is available for A' Level candidates whose place at university may be dependent upon these results. The deadline for these services is 5 working days after the publication of results.

Non-priority scripts and remarks are available for four weeks after the publication of results. Following a remark, unit marks and grades may be raised, stay the same or be lowered.

Fees and deadlines will be published for these services and are issued to Subject leaders before results day and available from the Exams Officer following each results day. Not all services are available for all subjects and/or levels.

Section 4: Access to Scripts (applicable to General Qualifications only)

After the release of results of General Qualifications, candidates may request the return of papers within the Awarding Organisations' stated deadlines.

Where an Awarding Organisation supplies the requested script electronically, the Exams Office will send the document to the candidate's schools email account or via hard copy if required.

If a result is queried, the Exams Office in conjunction with teaching staff or Head of Centre will investigate the feasibility of asking for a re-mark at the curriculum areas' expense. Otherwise the candidate will pay for the remark themselves. If there is a change in unit grade the candidate will receive a refund from the Exams Office.

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

After the release of results, candidates may ask subject staff to request the return of papers within the deadlines set by the awarding bodies.

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

AS/A2/GCSE remarks cannot be applied for once an original script has been returned by the awarding body.

For Centre Use Only	
Date Received	
Ref No:	

Appendix 1

Internal Assessments Appeals Application



Please tick box to indicate nature of appeal and complete the form below

Appeal against an internal assessment decision and/or review of marking

Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Student Name		Tutor Group	
Awarding Body		Exam Paper Code	
Subject		Exam Paper Title	
Teacher		Mark Obtained	
Appeal Details			

Where my appeal is against an internal assessment decision, I wish to request a review of the centre's marking (Tick if applicable)

Signature (Student): _____

Parental Signature: _____
(If student under 18yrs)

Date: _____

Date: _____

Please ensure this is sent to the Exams Officer. Once received, you will get confirmation that your appeal notification has been received.



Appendix 2

Internal Appeals Log

On receipt all internal appeals are logged. The outcome and outcome date is also recorded.

The outcome of any 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 logged as an appeal, in order that information can be easily made available for JCQ inspection purposes and to an awarding body upon request.

Ref No:	Date received	Complaint or Appeal	Outcome	Outcome Date

