



Kings Langley School

Unlocking Potential for Life

Non-Examination Assessment Appeals Policy

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Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do. We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.



Purpose

The purpose of this policy is to outline the process for appeals against internal assessment decisions for non-exam assessment (NEA) as laid out according to Joint Council for Qualifications (JCQ). This policy should be read in conjunction with the latest copies of the following publications from the JCQ: *Instructions for Conducting Non-Examination Assessments*, *Post-Results Services* and *General Regulations for Approved Centres*.

Appeals Against Internal Assessment Decisions

Kings Langley School is committed to ensuring that non-examined assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity.
- Subject staff authenticating candidates' work according to the requirements of the relevant awarding body.
- A process of internal moderation and standardisation led by Learning Area and Subject Leaders.

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

NB *1. Appeals may only be made against the marking/assessment process, not against the mark submitted by the centre for moderation by the awarding body.*
2. A review of moderation by the awarding body is only available for internally assessed components when marks have been changed by an awarding body during moderation. If marks have been accepted by the awarding body without change, this will not be available. A review of moderation is not available for an individual candidate, and must be made by the Head of Centre.



Table of GCE (A-level) Non-Examination Assessment (NEA) Deadlines

School deadlines are subject to change in extenuating circumstances.

A Level NEA Overview and Provisional Deadlines 2023-24

Subject	NEA Start Date	NEA Title	Percentage of Final Grade	NEA Deadline for Students	NEA Marks to Students	Deadline for Requests for Reviews of Marking from Students	NEA Exam Board Deadline	Exam Board	Staff	Spec	Unit	Level
PE	Spring Term Year 13	Practical Performances	15%	Fri 16th Feb	Fri 1st Mar	Fri 8th Mar	Fri 15th Mar	OCR	ANE	H555	H555/05	GCE
	Autumn Term Year 12	Evaluataion and Analysis or Performance for Improvement (EAPI)	15%	Fri 16th Feb							H555/06	
History	Summer Term Year 12	Independent Research Enquiry	20%	Fri 1st Mar	Fri 26th Apr	Fri 3rd May	Wed 15th May	Pearson	HAD	9H10	9H10/04	GCE
Extended Project	Spring Term Year 12	Independent Research Project and Presentation	100%	Fri 2nd Feb	Fri 26th Apr	Fri 3rd May	Wed 15th May	AQA	SCO	7993	7993	GCE
Drama	Spring Term Year 12	Creating Original Drama (Working Notebook and Devised Performance)	30%	Fri 16th Feb	Fri 26th Apr	Fri 3rd May	Wed 15th May	AQA	ABB	7262	7262/C	GCE
	Spring Term Year 12	Making Theatre (Practical Performance and Reflective Report)	30%	TBC by external examiner		7262/X						
English Literature A	Summer Term Year 12	Independent Critical Study - Texts Across Time	20%	Wed 20th Dec	Fri 26th Apr	Fri 3rd May	Wed 15th May	AQA	MCG	7712A	7712/C	GCE
Biology	Autumn Term Year 12	Practical Endorsement*	0%	Mon 11th Mar	Fri 26th Apr	Fri 3rd May	Wed 15th May	OCR	MCK	H420A	H420A/4	GCE
Chemistry	Autumn Term Year 12	Practical Endorsement*	0%	Mon 11th Mar	Fri 26th Apr	Fri 3rd May	Wed 15th May	OCR	MCK	H432A	H432/4	GCE
Physios A	Autumn Term Year 12	Practical Endorsement*	0%	Mon 11th Mar	Fri 26th Apr	Fri 3rd May	Wed 15th May	OCR	MCK	H556A	H556/4	GCE
Geography	Summer Term Year 12	Independent Investigation	20%	Tue 12th Mar	Fri 26th Apr	Fri 3rd May	Wed 15th May	Pearson	CHA	9GE0	9GE0/04	GCE
Music	Autumn Term Year 12	Performance	34% or 26%	Date of Examiner Visit TBC			Wed 15th May	WJEC	WAR	A660PA or A660PB	A660PA (Specialism In Performing)	GCE
		Composition	26% or 34%	Date of Examiner Visit TBC							A660PB (Specialism In Composing)	
D&T Graphic Products	Summer Term Year 12	Independent Design and Make Project	50%	Thu 28th Mar	Fri 26th Apr	Fri 3rd May	Wed 15th May	Pearson	HOU	9DT0	9DT0/02	GCE
D&T Fashion & Textiles	Summer Term Year 12	Substantial Design and Make Project	50%	Mon 15th Apr	Fri 26th Apr	Fri 3rd May	Wed 15th May	AQA	SCA	7562	7562/C	GCE
Art	Spring Term Year 12	Personal Investigation	60%	Wed 31st Jan	Fri 10th May	Fri 17th May	48hrs before moderator visits	Pearson	ARN	9FA0	9FA0/01	GCE
		Externally Set Assignment	40%	Tue 30th Apr								
Photography	Spring Term Year 12	Personal Investigation	60%	Wed 31st Jan	Fri 10th May	Fri 17th May	48hrs before moderator visits	Pearson	ARN	9PY0	9PY0/01	GCE
		Externally Set Assignment	40%	Tue 30th Apr								

* The practical endorsement in A-level Biology, Chemistry and Physics is a compulsory part of the course which must be passed; however, it does not contribute to students' final grades.



Table of GCSE Non-Examination Assessment (NEA) Deadlines

School deadlines are subject to change in extenuating circumstances.

GCSE NEA Overview and Provisonal Deadlines 2023-24

Subject	NEA Start Date	NEA Title	Percentage of Final Grade	NEA Deadline for Students	NEA Marks to Students	Deadline for Requests for Reviews of Marking from Students	NEA Exam Board Deadline	Exam Board	Staff	Spec	Unit	Level
English Language	Summer Term Year 10	Spoken Language	Endorsed Component	Completed in Y10	Fri 15th Mar	Fri 22nd Mar	Sun 5th May	WJEC	MCG	C700QS	C700U30-1	GCSE
PE	Autumn Term Year 11	Written Task (Analysis and Evaluation of Performance)	10%	Wed 20th Dec	Fri 1st Mar	Fri 8th Mar	Fri 15th Mar	OCR	ANE	J587	J587/05	GCSE
	Autumn Term Year 10	Practical Performances	30%	Fri 16th Feb	Fri 1st Mar	Fri 8th Mar	Fri 15th Mar				J587/04	
Drama	Spring Term Year 10	Devising Drama (3 Essays and a Practical Performance)	40%	30th Oct 2023	Fri 19th Apr	Fri 26th Apr	Tue 7th May	AQA	ABB	8261	8261/C	GCSE
	Autumn Term Year 11	Texts in Practice (Practical Performance)	20%	TBC by external examiner								
Music	Autumn Term Year 10	Performing	30%	Thu 8th Feb	Fri 19th Apr	Fri 26th Apr	Sun 5th May	Eduqas	WAR	C860QS	C860U10	GCSE
	Autumn Term Year 10	Composing	30%	Mon 25th Mar							C860U20	
Design and Technology	Summer Term Year 10	Independent Design and Make Project	50%	Fri 15th Mar	Fri 19th Apr	Fri 26th Apr	Tue 7th May	AQA	SCA	8552	8552/C	GCSE
Food Preparation & Nutrition	Autumn Term Year 11	Food Investigation Task	15%	Thu 28th Mar	Fri 19th Apr	Fri 26th Apr	Tue 7th May	AQA	SCA	8585	8585/C	GCSE
	Autumn Term Year 11	Food Preparation Task	35%								8585/C	
Art and Design	Autumn Term Year 10	Personal Portfolio	60%	Wed 20th Dec 23	Fri 3rd May	Fri 10th May	48hrs before moderator visits	Pearson	ARN	1AD0	1FA0 01	GCSE
		Externally Set Assignment	40%	Mon 22nd Apr								

* The Spoken Language endorsement in GCSE English Language is a compulsory part of the course; however, it does not contribute to students' final grades.





Process of Issuing Candidates Marks and for Candidates to Request Reviews

1. Candidates will be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Candidates should be aware that:
 - Marks will be conveyed to them in writing in morning registration via their form tutors. Marks for absent students will be emailed to them on the same day through their school email address.
 - They have 5 school days from the date that marks are issued to request a review of marking.
 - Only marks will be given and it cannot be assumed that certain marks will equate to certain grades as grade boundaries may change from year to year
 - The cohort's marks could change following moderation by the exam board.
2. At the same time as candidates are informed of their mark, they will be also informed that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment. Candidates should be aware that:
 - There must be clear grounds for the review, arising from a misapplication of the formal mark scheme; a review cannot be submitted simply on the basis that a candidate is unhappy with the current mark awarded.
 - Any request for copies of materials should be made by the candidate in writing or by email (exams@kls.herts.sch.uk) to the Exams Officer, who will refer the request to the Learning Area and/or Subject Leader.
 - The relevant materials will be given to the candidate by the Exams Officer within 1 day of receiving the written request.
 - A copy of the NEA Appeals Form (see Page 10) will also be given to the candidate. The Internal Appeals Form (see Page 12) includes a notice to candidates that reviewed marks can go down as well as up and following a review of marking it is the revised mark that will be sent to the examination board.
3. Following the candidate's review of the copies of the materials provided, candidates must decide whether to proceed with a review of marking. A request must be:
 - made within 5 school days of the mark being issued to candidates and by the appropriate deadline as detailed on Pages 5 and 6 of this policy. Requests for a review will not be accepted after a deadline has passed.
 - made by submitting a completed NEA Appeals Form (see Page 10) to the Exams Officer.
4. Kings Langley School will ensure there is 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.
5. Kings Langley School will 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. Candidates must recognise that a mark may be raised or lowered following a review of marking.
6. Kings Langley School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.



7. The candidate will be informed in writing of the outcome of the review of the centre's marking by the Exams Officer. The outcome of this review is final in so far as any internal assessment is concerned, even if the outcome of the review is to reduce the final mark.

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 up or down, 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 line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional

Post Results Services for Internal Assessments

This procedure confirms Kings Langley School compliance with the latest version of JCQ's *General Regulations for Approved Centres*, 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. The Exams Manager and senior members of staff will be available to assist candidates on results day.

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.

Review of results (RoRs) services **must** be submitted through the Examination Centre and fall into three categories:

1. **Clerical re-check** – a re-check of all clerical procedures leading to the issue of a result.

It includes the following checks:

- That all parts of the script have been marked
- The totalling of marks
- The recording of marks

2. **Review of marking** – this service is only available for external exams and therefore **not** available for internally marked non-examination assessments

3. **Review of moderation** – a review of the original moderation of non-examination assessments to ensure that the assessment criteria have been fairly, reliably and consistently applied. It's not a re-moderation of candidates' work. Only a Head of Centre can request a review of moderation.



A Request

If the candidate considers that their non-examination assessment should have a clerical re-check and the school supports the request then the school will pay the fee. However, if the school does not support the request, the candidate will pay the fee.

A review of the marking is normally only requested when the candidate's marks are just below a grade boundary.

For a review of results the candidate must sign a Candidate Consent Form confirming that they understand that their marks may stay the same, go up or indeed go down.

Appeals

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.



NEA APPEALS FORM – Appeal against an assessment decision. I wish to request for a review of the internal assessment of an NEA component.		FOR CENTRE USE ONLY	
		Date received	
Candidate Name	Candidate Number		
Level	Subject		
NEA Component			
<p>NOTES:</p> <p>Please be aware that before proceeding with an appeal, candidates can and should contact the Exams Officer via email to request copies of materials that may help them make an appeal. For example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents. Candidates should also recognise that all appeals must be made by the deadlines dates as given in the NEA Appeals Policy.</p> <p>There must be clear grounds for the review, arising from a misapplication of the formal mark scheme; a review cannot be submitted simply on the basis that a candidate is unhappy with the current mark awarded.</p> <p>Please state the grounds for your appeal below. (Continue overleaf if necessary)</p>			
<p>I, the candidate, request that the assessment of my work for the above component is reviewed and understand that the outcome will be that the mark initially awarded is increased, reduced, or kept at the same level. The outcome of this review is final in so far as any internal assessment is concerned, even if the outcome of the review is to reduce the final mark.</p> <p>Candidate signature</p> <p>Date</p>			

This form must be completed, signed, dated and returned to the Exams Officer within the deadlines for the relevant subject indicated on the original mark sheet and in the Non-Examination Assessment Appeals Policy.



NEA APPEALS FORM – Appeal against an assessment decision. I wish to request for a review of the internal assessment of an NEA component.

Please state the grounds for your appeal below. (Continued from overleaf)

[illegible]

This form must be completed, signed, dated and returned to the Exams Officer within the deadlines indicated in the relevant appeals procedure.



INTERNAL APPEALS FORM – Please tick the box to indicate the nature of your appeal.

Please state the grounds for your appeal below. (Continued from overleaf)



Internal Appeals Log

On receipt all internal appeals are logged. The 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 to for JCQ inspection purposes and to an awarding body upon request.

Date received	Complaint or Appeal	Outcome	Outcome date



Review of Marking Template

Name of student: Click or tap here to enter text.

Qualification and component: Click or tap here to enter text.

Section(s) of NEA being reviewed: Click or tap here to enter text.

I confirm that I have reviewed the following:

- ☐ the candidate's work;
- ☐ the mark sheet completed by the teacher showing the breakdown of marks;
- ☐ information regarding any internal standardisation to ascertain whether consistent standards were applied by the original marker to the candidate's work (where more than one teacher has been involved in marking); or
- ☐ where there was no internal standardisation carried out (because there was only one teacher involved in marking the work), work of other candidates in the cohort must be considered to ensure that judgements can be made on the consistency of standards; and
- ☐ any comments/annotation made by the teacher during the marking process.

☐ I confirm that I understand that the purpose of my review is to check that the candidate's mark is consistent with the marking standard for the cohort and to identify correct any marking error.

☐ I confirm that I have reviewed the work for the following types of marking error:

- **an administrative error;**
- **a failure to apply the marking criteria to the evidence generated by the candidate where that failure did not involve the exercise of academic judgement; or**
- **an unreasonable exercise of academic judgement.**

Please complete either Section A or Section B below.

Section A

My review has identified a marking error.

Please confirm the type of marking error that has been identified and provide details of where the marking error is not in line with the standard of other candidates at the academy, referring to the assessment objectives or NEA marking criteria, and any differences in the mark breakdown for the sections that have been reviewed.



Section B

My review has not identified a marking error.

Please provide details of the reasons for upholding the original mark below.

I confirm that I have had no previous involvement in the assessment of this candidate for this component of the NEA and I have no personal interest in the outcome of the review.

Name and signature of reviewer:

Date: