

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
CO-ED SIXTH FORM



NON-EXAMINATION ASSESSMENT PROCEDURE

GUIDANCE FOR STAFF

APPROVED: November 2021
DATE TO BE REVIEWED: November 2021

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Approved: November 2021

Review: November 2022

At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

Our vision

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

Our Mission

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech.' Titus 2: 7-8

St Martin's School Prayer

Dear God,

We thank you for your love and your promise to be with us.

At school or work, at rest or play, help us to feel near to you and hear your voice.

Guide each one of us to be like St Martin by always showing respect, encouraging one another and serving our community.

Help me to be aware of my talents, be independent, enquiring and hopeful for the future.

Amen

Inspired by St Martin's Original School Prayer

We nurture. We develop. We educate. We are St Martin's.

The Head of Centre must:

- sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have, had, or will have, the opportunity to:
 - ◆ undertake the prescribed practical activities
 - ◆ undertake the Spoken Language endorsement

NON-EXAMINATION ASSESSMENT GUIDANCE FOR STAFF (NEA)

Ofqual now requires centres to also have a procedure in place which allows candidates to review centre assessed marks. Not only must centres share centre assessed marks with candidates, but candidates must also be given the opportunity to request a review of the centre's marking if they can identify issues in the application of the mark scheme, or the wider teaching and learning such as appropriate teacher knowledge, training, understanding and skill in centre assessed marking. Candidates may also base a review on weaknesses in the coordination and standardisation of marking.

Non-examination assessment guidance:

- Candidates must be informed of their centre assessed mark so they may request a review of the centre's marking **before** marks are submitted to the relevant awarding body. This will be completed in SIMS and a report distributed to candidates in a timely manner.
- Centres must 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 their assessment. These materials must be made available to candidates in a prompt and accessible manner.
- Candidates must be given sufficient time to review copies of materials and reach a decision over whether to request a review of marking. If a review is requested, this must be made in writing (see Internal Appeals Policy for the relevant form).
- Reviews must be completed, and candidates informed of the outcome in writing, prior to the awarding body's deadline.

Centres must ensure that the review is carried out by an assessor who has the appropriate competence and has had no previous involvement in the assessment of that candidate and has no personal interest in the review. If a subject is taught by only one member of staff a review must be conducted by an **external subject specialist**. The centre recommends that links with other centres are created as soon as possible to facilitate any future reviews. The candidate's work would be supplied to the reviewer who would undertake the review of marking, confirming whether or not the marking was reasonable, and that the published mark scheme had been applied appropriately and consistently.

The outcome of the review of the centre's marking must be made known to the head of centre and logged as a complaint. A written record must be kept and made available to the relevant awarding body upon request. Awarding body moderation is not covered in this procedure.

It should be noted that candidates can only request a review of marking where they identify issues. Reviews based upon a procedural concern may be addressed by centres via evidence which confirms adequate staff training in the marking of centre assessed work, support for less experienced staff members and rigorous procedures around internal moderation and standardisation.

Heads of department should also implement a robust system of monitoring the marking of centre assessed work. This should include all teachers (or where there is only one teacher in the department):

- Annotating marking – provide evidence to support your marks, use key phrases from the mark scheme, clearly show how credit has been awarded
- Completing documentation – record the feedback and guidance that you have given, follow awarding body guidance in entering marks

In departments where there are several teachers undertaking the marking centre-assessed work, the following process serves as good practice:

- Obtain reference material at an early stage in the course – In the first year of a new specification, participate in awarding body training.
- Hold a preliminary trial marking session prior to marking - Compare standards through cross-marking a small sample of work, agree a common understanding of the assessment criteria
- Carry out further trial marking at appropriate points during the marking period After most marking has been completed hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation
- Make final adjustments to marks prior to submission - If there are inconsistencies, ensure that the teacher(s) concerned make adjustments to their marks and the teacher responsible for internal standardisation checks the new marks
- Retain evidence that internal standardisation has been carried out
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Increased transparency will allow candidates to view their centre assessed marks, and if required, enquire about their mark if appropriate. Candidates, and their parents, must have confidence in the teaching, learning and assessment as delivered by the centre and the awarding bodies. It should also be remembered that if robust processes (which include checks and balances and relevant quality assurance measures) are in place then it is very unlikely that a candidate will submit an enquiry, and even if they did, it is very unlikely that it would be upheld.