**Updated: September 2021**

**Review Due: October 2022**

**Purpose of the Protocol**

To cover procedures for planning and managing non-examination assessments, define staff roles and responsibilities with respect to non-examination assessments and manage risks associated with non-examination assessments.

**Scope of Protocol**

This policy covers the delivery of reformed GCSE subjects which contain a component(s) of non-examination assessment. Non-examination assessments (NEAs) are any type of assessments that are not **externally set and taken by candidates at the same time, nationally, under controlled conditions**. NEAs therefore include internal assessment and externally marked and/or externally set examinations taken at different times across different centres.

There are three assessment stages and rules which apply to each stage; task setting, task taking and task marking. **The rules for NEAs vary across subjects**.

**Responsibilities**

**Head of Exams;**

* Familiar with the JCQ instruction for conducting non-examination assessments
* Review and update the NEA policy
* Ensure the centre’s internal appeals procedures detail the procedures for candidates or their parents appealing against internally assessed marks
* Conduct a bi-annual audit of subject procedures (last done Summer term 2021)
* Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
* Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](http://www.jcq.org.uk/exams-office/malpractice)
* Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

**Quality Assurance (QA) Lead/Lead Internal Verifier;**

* Ensure appropriate procedures are in place to internally standardise the marks awarded by subject teachers in line with awarding body criteria
* Ensure all marks are recorded and detailed records are kept of any feedback give to candidates
* Ensure appropriate all necessary information is received and understood by candidates
* Ensure candidates keep a detailed record of their own research, planning, resources etc.
* Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

**Head of Faculty/Department**

* Ensure subject teachers understand their role and responsibilities in NEA assessment
* Ensure relevant awarding body subject specific instructions are followed in relation to the conduct of any NEA
* Works with the QA Lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise marks awarded by subject teachers
* Ensures the Examinations Administrator is provided with entry codes for subjects in good time
* Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series
* Provides relevant support to subject teachers making decisions about enquiries about results
* Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
* Selects tasks from the choice provided by the awarding body OR designs tasks where this is permitted following the criteria set out in the subject specification
* Identifies date(s) when tasks should be taken by candidates
* Distinguishes between requirements for legacy specification tasks and new specification tasks
* Checks the awarding body’s subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
* Submits the requested samples of candidates’ work to the moderator by the awarding body deadline, keeping a record of the work submitted
* Ensures that for postal moderation
	+ work is dispatched in packaging provided by the awarding body
	+ moderator label(s) provided by the awarding body are affixed to the packaging
	+ proof of dispatch is obtained and kept on file until the successful issue of final results

**Subject Teacher**

* Understands and complies with the [NEA](http://www.jcq.org.uk/exams-office/non-examination-assessments) policy
* Understands and complies with the specific awarding body’s subject specification for conducting NEAs, including additional information on the awarding body’s website or seeks clarification from Head of Faculty/Department, if unsure on any area. Teachers must ensure they update their knowledge on an annual basis in case of changes are made by the exam board
* Marks internally assessed work to the criteria provided by the awarding body
* Makes candidates aware of the criteria used to assess their work
* Ensures there is sufficient supervision to enable the work of a candidate to be authenticated and the work a candidate submitted is their own
* Where candidates may work in groups, keeps a record of each candidate’s contribution
* Ensures candidates understand and comply with the regulations in relevant JCQ documents
* Ensures candidates are aware of any relevant or helpful JCQ documents including, [Information for candidates NEA](http://www.jcq.org.uk/exams-office/information-for-candidates-documents): [Information for candidates - Social Media](http://www.jcq.org.uk/exams-office/information-for-candidates-documents)
* When reviewing candidates’ work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
* Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
* Refers to the awarding body’s specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
* Ensures conditions for formally supervised sessions are organised and understood by candidates
* Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
* Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
* Where required by the awarding body’s specification Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
* Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
* Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](http://www.jcq.org.uk/exams-office/non-examination-assessments) and informs the Head of Exams
* Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
* When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
* When work is submitted by candidates for final assessment, ensures work is securely stored
* Takes sensible precautions when work is taken home for marking
* Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
* Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
* Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates’ work where work is stored electronically
* Liaises with the Examinations administrator regarding arrangements for the conduct of any externally assessed non-examination component of a specification
* Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
* Provides the attendance register to a Visiting Examiner
* Annotates candidates’ work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
* Informs candidates of their marks which could be subject to change by the awarding body moderation process
* Ensures candidates are informed in a timely manner of their marks to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body
* Provides all candidates with a form (Appendix A) detailing mark and appeal deadlines and procedures. A copy of this form should be kept on file with the internally assessed work.
* If the candidate does not accept the mark awarded, they have the right to request mark schemes and grade boundaries in order to assist them with their decision to appeal, 5 working days is considered a reasonable amount of time to make this decision. If they choose to appeal they must complete form (Appendix A) by the deadline and the appeal process must be explained to them and followed. This is set out in “Appeals against Internal Assessments for External Qualifications 2016”; available in this folder. Any candidate appealing should be provided with a printed copy of this document.
* Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
* Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
* Submits the requested samples of candidates’ work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Examinations administrator to the internal deadline
* Ensures the moderator is provided with authentication of candidates’ work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
* Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
* Retains all marked candidates’ work, including any sample returned after moderation under secure conditions until after the deadline for enquiries about results
* Retains evidence of work where retention may be a problem such as photos, artifacts etc.
* Works with the Head of Access and Autism to ensure any access arrangements for eligible candidates are applied to assessments
* Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent, produces a reduced quantity of work or work has been lost
* Liaises with the Examinations Administrator when special consideration may need to be applied for a candidate taking assessments
* Provides advice and guidance to candidates on their results and the post-results services available
* Provides the Head of Exams with the original sample or relevant sample of candidates’ work that may be required for an enquiry about results to the internal deadline

**Examinations Administrator**

* Carries out tasks where these may be applicable to the role in supporting the administration and management of NEAs
* Arranges invigilation where this is requested to any externally assessed NEA component of a specification
* Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
* Ensures the awarding body’s attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
* Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
* Packages and dispatches the work to the awarding body’s instructions by the required deadline
* Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
* Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
* Through the subject teacher, ensures the moderator is provided with authentication of candidates’ work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
* Ensures any sample returned after moderation is logged and returned to the Subject Head after the external date for enquiries about results. In the event that an enquiry is still outstanding, retain the samples until the outcome is confirmed and any subsequent appeal finalised
* Takes remedial action, if necessary, where feedback may relate to centre administration
* Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [**Post Results Services, Information and guidance for centers**](http://www.jcq.org.uk/exams-office/post-results-services)
* Ensures any requests for post-results services that are available to NEAs are submitted online via the awarding body secure extranet site to deadline

**IT Manager**

* Ensures appropriate arrangements are in place to restrict access between sessions to candidates’ work where work is stored electronically
* Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place

**Head of Access and Autism**

* Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration)
* Where arrangements do not undermine the integrity of the qualification and is the candidate’s normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
* Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
* Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
* Ensures that staff acting as an access arrangement facilitator are fully trained in their role
* Where a candidate is eligible, submits an application for special consideration via the awarding body’s secure extranet site to the prescribed timescale
* Where application for special consideration via the awarding body’s secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
* Keeps required evidence on file to support the application

**Appendix A:** Candidate Acceptance of Awarded Mark for NEA

**HALL MEAD SCHOOL**

 **INTERNALLY ASSESSED MARK**

 **Student Name:** **Registration Group^|^Pas^|^Pastoral Overview^|^1^|^:**^|^Pas^|^Pastoral Overview^|^

**^|^Pas^|^Pastoral Overview^|^1^|^Subject Teacher:^|^Dr/GCSNF^|^Drama (GCSNF)^|^1^|^**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Component** | **Provisional Mark** |  |
|  | ^|^Dr/GCSNF^|^Drama (GCSNF)^|^1^|^ |  |  |

* Your internally assessed mark is shown above
* You may request a review of the mark before it is submitted to the awarding body
* You may request copies of materials by ....................... to assist you in your decision
* Any request for a review of your mark must be submitted to the Subject Head by the .................................. by completing the form overleaf not forgetting to sign and date it.

Requests will not be accepted after this date.

* We will inform you in writing of the outcome of the review of marking by the .............................
* Please be aware that marks can go either up or down following an internal review

Marks can also go up or down once submitted to the awarding body

**Please turn over page.**

**HALL MEAD SCHOOL**

**NEA INTERNAL APPEALS FORM**

|  |  |
| --- | --- |
|  | **FOR CENTRE USE ONLY** |
| Date received |  |
|  | Reference No.  |  |

| **Candidate name**  |  |
| --- | --- |
| **Awarding body** |  | **Exam component code** |  |
| **Subject** |  | **Exam component title** |  |
| **Please state the grounds for your appeal below:** |
| **Candidate signature:** **Date of signature:** |

*This form must be signed, dated and returned to the Subject Head on behalf of the Head of Centre to the timescale indicated in the relevant appeals procedure*

**Appendix B:** Non-Examination Assessment (NEA) Risk Assessment

**Potential Risks Associated with NEAs**

|  |  |  |
| --- | --- | --- |
| **Issue** | **Centre actions to manage issue/mitigate risk** | **Action by** |
| **Task setting** |
| Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online | Awarding body key date for accessing/downloading set task noted prior to start of courseIT systems checked prior to key date Alternative IT system used to gain accessAwarding body contacted to request direct email of task details |  |
| Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification | Ensures that subject teachers access awarding body training information, practice materials etc.Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body’s specificationSamples assessment criteria in the centre set task |  |
| Candidates do not understand the marking criteria and what they need to do to gain credit | A simplified version of the awarding body’s marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidatesRecords confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria |  |
| Subject teacher long term absence during task setting stage | See centre’s exam contingency plan - Teaching staff extended absence at key points in the exam cycle |  |
| **Issuing of tasks** |
| Task for legacy specification given to candidates undertaking new specification | Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specificationsAwarding body guidance sought where this issue remains unresolved |  |
| Awarding body set task not issued to candidates on time | Awarding body key date for accessing set task as detailed in the specification noted prior to start of courseCourse information issued to candidates contains details when set task will be issued and needs to be completed bySet task accessed well in advance to allow time for planning, resourcing and teaching |  |
| The wrong task is given to candidates | Ensures course planning and information taken from the awarding body’s specification confirms the correct task will be issued to candidatesAwarding body guidance sought where this issue remains unresolved |  |
| Subject teacher long termabsence during the issuing of tasks stage | See centre’s exam contingency plan - Teaching staff extended absence at key points in the exam cycle |  |
| **Task taking** |
| **Supervision** |
| Planned assessments clash with other centre or candidate activities | Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar |  |
| Rooms or facilities inadequate for candidates to take tasks under appropriate supervision | Timetabling organised to allocate appropriate rooms and IT facilities for the start of the courseStaggered sessions arranged where IT facilities insufficient for number of candidatesWhole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply) |  |
| Insufficient supervision of candidates to enable work to be authenticated | Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in theawarding body’s specification in relation to the supervision of candidates |  |
| A candidate is suspected of malpractice prior to submitting their work for assessment | Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followedAn internal investigation and where appropriate internal disciplinary procedures are followed |  |
| Access arrangements were not put in place for an assessment where a candidate is approved for arrangements | Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for thecandidate |  |
| **Advice and feedback** |
| Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work | Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre’s quality assurance proceduresRegular monitoring of subject teacher completed records and sign-off to confirm monitoring activityFull records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and componentCandidate confirms/records advice and feedback given prior to starting on their work |  |
| Candidate claims no advice and feedback given by subject teacher during the task-taking stage | Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre’s quality assurance proceduresRegular monitoring of subject teacher completed records and sign-off to confirm monitoring activityFull records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and componentCandidate confirms/records advice and feedback given during the task-taking stage |  |
| A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification | An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevantRecords as detailed above are provided to confirm all assistance givenWhere appropriate, a suspected malpractice report is submitted to the awarding body |  |
| Candidate does not reference information from published source | Candidate is advised at a general level to reference information before work is submitted for formal assessmentCandidate is again referred to the JCQ document Information for candidates: non-examination assessmentsCandidate’s detailed record of his/her own research, planning,resources etc. is regularly checked to ensure continued completion |  |
| Candidate does not set out references as required | Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessmentCandidate is again referred to the JCQ document Information for candidates: non-examination assessmentsCandidate’s detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continuedcompletion |  |
| Candidate joins the course late after formally supervised task taking has started | A separate supervised session(s) is arranged for the candidate to catch up |  |
| Candidate moves to anothercentre during the course | Awarding body guidance is sought to determine what can be donedepending on the stage at which the move takes place |  |
| An excluded pupil wants to complete his/her non- examination assessment(s) | The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream educationIf so, arrangements for supervision, authentication and marking are made separately for the candidate |  |
| **Resources** |
| A candidate augments notes and resources between formally supervised sessions | Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessionsWhere memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessionsWhere work is stored on the centre’s network, access for candidates is restricted between formally supervised sessions |  |
| A candidate fails to acknowledge sources on work that is submitted for assessment | Candidate’s detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of thecandidate should be marked where candidate’s detailed records acknowledges sources appropriatelyWhere confirmation is unavailable from candidate’s records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate |  |
| **Word and time limits** |
| A candidate is penalised by the awarding body for exceeding word or time limits | Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding themCandidates confirm/record any information provided to them on word or time limits is known and understood |  |
| **Collaboration and group work** |
| Candidates have worked in groups where the awardingbody specification states this is not permitted | Records confirm the awarding body specification has been checked to determine if group work is permittedAwarding body guidance sought where this issue remains unresolved |  |
| **Authentication procedures** |
| A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessmentCandidate plagiarises other material | Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates’ workRecords confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessmentsCandidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessmentsThe candidate’s work is not accepted for assessmentA mark of zero is recorded and submitted to the awarding body |  |
| Candidate does not sign their authentication statement/declaration | Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessmentsCandidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work ofa candidate for formal assessment |  |
| Subject teacher not available to sign authentication forms | Ensures a centre-wide process is in place for subject teachers tosign authentication forms at the point of marking candidates work as part of the centre’s quality assurance procedures |  |
| **Presentation of work** |
| Candidate does not fully complete the awarding body’s cover sheet that is attached to their worked submitted for formal assessment | Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment |  |
| **Keeping materials secure** |
| Candidates work between formal supervised sessions is not securely stored | Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessmentsRegular monitoring ensures subject teacher use of appropriate secure storage |  |
| Adequate secure storage not available to subject teacher | Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the courseAlternative secure storage sourced where required |  |
| **Task marking – externally assessed components** |
| A candidate is absent on the day of the examiner visit for an acceptable reason | Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidateIf not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate |  |
| A candidate is absent on the day of the examiner visit for an unacceptable reason | The candidate is marked absent on the attendance register |  |
| **Task marking – internally assessed components** |
| A candidate submits little or no work | Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding bodyWhere a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body |  |
| A candidate is unable to finish their work for unforeseen reason | Relevant staff are signposted to the JCQ publication A guide tothe special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work |  |
| The work of a candidate is lost or damaged | Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determineeligibility and the process to be followed for lost or damaged work |  |
| Candidate malpractice is discovered | Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followedInvestigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followedAppropriate internal disciplinary procedures are also followed |  |
| A teacher marks the work of his/her own child | A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the courseMarked work of said child is submitted for moderation whether part of the sample requested or not |  |
| An extension to the deadline for submission of marks is required for a legitimate reason | Awarding body is contacted to determine if an extension can be grantedRelevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determineeligibility and the process to be followed for non-examination assessment extension |  |
| After submission of marks, it is discovered that the wrong task was given to candidates | Awarding body is contacted for guidanceRelevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for specialconsideration for candidates |  |
| A candidate wishes to appeal the marks awarded for their work by their teacher | Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding bodyRecords confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body’s moderation processCandidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marksCandidates are made aware of the centre’s internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body |  |
| Deadline for submitting work for formal assessment not met by candidate | Records confirm deadlines given and understood by candidates at the start of the courseCandidates confirm/record deadlines known and understood |  |
|  | Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body’s deadline for submitting marks can be metDecision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate |  |
| Deadline for submitting marks and samples of candidates work ignored by subject teacher | Internal/external deadlines are published at the start of each academic yearReminders are issued through senior leaders/subject heads as deadlines approachRecords confirm deadlines known and understood by subject teachersWhere appropriate, internal disciplinary procedures are followed |  |
| Subject teacher long term absence during the marking period | See centre’s exam contingency plan (Teaching staff extended absence at key points in the exam cycle) |  |