St. Gregory's Catholic High School

Non-Examination Assessment Policy

Monitoring

The implementation of the policy will be monitored by the Director of Finance and Resources.

Evaluation

The policy will be reviewed annually by the Director of Finance and Resources and Senior Leadership Team prior to the submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Body for approval.

Policy Review Dates:

Date last approved by Full Governing Body: New

Date submitted to Governors' Committee: 16th October 2018

Date submitted to Full Governing Body: 6th December 2018

Review Frequency: Every 2 years

Start date for policy review: August 2020

Statement of intent

It is the responsibility of everyone involved in St Gregory's non-examination assessment process to read, understand and implement this policy.

St Gregory's Catholic High School:

- Is committed to ensuring that internal non-examination assessments are conducted by members of teaching staff who have the appropriate knowledge, skills and understanding
- Will ensure non-examination assessment evidence provided by the candidates is produced and authenticated according to the requirements of the awarding body for the subject concerned.
- Ensures all pupil work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.
- Will ensure the consistency of internal assessment will be maintained by internal moderation and standardisation.

The purpose of this policy is to provide information and ensure understanding of the functionality of a non-examination assessment in school.

1. Legal framework

1.1.   This policy has been created with regard to the following guidance:

- Joint Council for Qualifications (JCQ) (2017) 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)'
- Joint Council for Qualifications (JCQ) (2017) 'General Regulations for Approved Centres 2017-2018'

1.2.   This policy will be implemented in conjunction with the following school policies:

- Exams Policy
- Exam Appeals Policy
- Equality and Diversity Policy
- School Behaviour Policy

2. Roles and responsibilities

2.1.   The Headteacher is responsible for:

- Appointing an appropriate subject leader for each subject that involves non-examination assessment.
- Ensuring that the school's Non-Examination Assessment Policy is fit for purpose.
- Ensuring the school's internal appeals procedures clearly detail that the appeals procedure is to be followed by candidates and parents appealing against internally assessed marks.

- Ensuring the correct conduct of non-examination assessments, which complies with JCQ and awarding body subject-specific instructions, is followed.
- Ensuring the assessment schedule is recorded in the school-wide calendar by the beginning of the academic year.
- Ensuring there is no conflict of interest, for example a teacher teaching their own child.
- Ensuring that external moderators receive the correct samples of work to review, within the time frame specified by the awarding body.

2.2. Subject leaders are responsible for:

- Confirming with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- Ensuring appropriate procedures are in place for internally standardising/moderating the marks awarded by subject teachers in line with the awarding body's criteria.
- Providing a school-devised template, where the awarding body has not provided one, for candidates to record their research, planning, resources, etc.
- Ensuring subject teachers understand their roles and responsibilities within the non-examination assessment process.
- Ensuring JCQ and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments.
- Ensuring the examination officer is provided with the relevant entry codes for subjects in time with the internal deadlines for entries.
- Understanding and complying with the general JCQ instructions.
- Where instructions may also be provided by the awarding body, understanding and complying with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marking internally assessed work to the criteria provided by the awarding body.

2.3. The examination officer is responsible for:

- Carrying out tasks, where these may be applicable, that support the administration and management of non-examination assessments.
- Ensuring subject leaders are kept up-to-date with JCQ regulations and information.
- Ensuring that candidates are entered for the correct assessments and the entry forms reach the relevant awarding body at the specified time.

2.4. The invigilators/supervisors are responsible for:

- Ensuring non-examination assessments are in compliance with JCQ's and the awarding body's specification.

3. The basic principles

3.1. Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

3.2. There are three assessment stages, and rules which apply to each stage. These stages are:

- Task setting
- Task taking
- Task marking

3.3. The functionality of these rules will vary across subjects due to subject-specific content; for example, the implementation of working in silence would not necessarily be applicable in a drama assessment.

3.4. JCQ requires each school conducting non-examination assessments to have a Non-Examination Assessment Policy in place to:

- Cover procedures for planning and managing non-examination assessments.
- Define teaching staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

3.5. A JCQ school inspector will ask the examinations officer to confirm that such a policy is in place.

3.6. The instructions in this policy apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

4. Task setting

4.1. Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.

4.2. Where the school is responsible for task setting, the school will:

- Select from a number of comparable tasks provided by the awarding body; or
- Design our own task(s), in conjunction with candidates where permitted, using criteria set out in the relevant specifications.

4.3. Where the school is responsible for task setting, we will ensure that the assessment criteria, as detailed in the specification, is met, and tasks are accessible to candidates. The school will refer to the awarding body's specification for clarification.

4.4. Candidates will be aware of the criteria used to assess their work.

Issuing of tasks:

4.5. Subject leaders will consult the relevant awarding body's specification in order to obtain the date for the issuing of the tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in schools.

4.6. Subject leaders will take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications.

4.7. If the wrong task is issued to candidates, the school will make arrangements for candidates to undertake the correct tasks. Awarding bodies will do all that they can to protect candidates' interests, but in some cases, it may not be possible to accept work based on the wrong task. The school will, therefore, take great care to ensure that the correct task is issued to candidates.

5. Task taking

Supervision:

5.1. Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification states otherwise:

- Invigilators and the display of JCQ 'No Mobile Phone' posters and the JCQ 'Warning to Candidates' are not required.
- Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. The school will always check the subject-specific requirements issued by the awarding body.
- The school will ensure that:
  – There is sufficient supervision of every candidate to enable work to be authenticated.
  – The work that an individual candidate submits for assessment is their own.

5.2. Work may be completed outside of the school without direct supervision, provided that the school is confident that the work produced is the candidate's own. Unless stated otherwise by the awarding body, candidates will normally:

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

5.3. Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

5.4. The school will ensure that candidates 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 assessments.

5.5. The school will ensure that candidates:

- Understand that information from published sources will be referenced.
- Receive guidance on setting out references.
- Are aware that they will not plagiarise other material.

Advice and feedback:

5.6. As appropriate to the subject and component, the school will advise candidates on aspects such as, but not limited to, those listed below before work begins:

- Sources of information
- Relevance of materials/concepts
- Structure of the response
- Techniques of data collection
- Techniques of data presentation
- Skills of analysis and evaluation
- Health and safety considerations, e.g. when using equipment such as computers
- Potential ethical considerations
- The security of their work

5.7. The school will not provide model answers or writing frames for a specific task.

5.8. Unless specifically prohibited by the awarding body's specification, teaching staff may:

- Review candidates' work and provide oral and written advice at a general level.
- Having provided advice at a general level, allow candidates to revise and re-draft work.

5.9. General advice will not be recorded or taken into account when marking work.

5.10. Advice that goes beyond general advice includes, but is not limited to, the following:

- Providing detailed specific advice on how to improve drafts to meet the assessment criteria.
- Giving detailed feedback on errors or omissions which limits candidates' opportunities to show initiative.
- Intervening personally to improve the presentation or content of work.

5.11. If teaching staff give advice that goes beyond general advice, then they will record this assistance and either take it into account when marking the work or submit it to an external examiner.

5.12. Annotations will be used to explain how marks were applied in the context of the additional assistance given.

5.13. Teaching staff will not provisionally assess work and then allow the candidate to revise it.

- Teaching staff will not provide any type of assistance if the awarding body's specification explicitly prohibits it.

- Assistance will not be given if there is no means to record it and to take account of it in the marking.
- Failure to follow this procedure constitutes malpractice.

Resources:

5.14. Certain subjects will require candidates to gather information from published sources when researching and planning their tasks.

5.15. Candidates will normally have unrestricted access to resources. The school will refer to the awarding body's specification and/or associated documents for confirmation.

5.16. Unless the awarding body's specification states otherwise, for all formally supervised sessions, candidates':

- Access to resources is tightly prescribed and normally restricted to preparatory notes.
- Access to the internet is not permitted.
- Personal computers or other electronic devices are not permitted to be used in formally supervised sessions.

5.17. Candidates are not allowed to introduce new resources between formally supervised sessions. When work for assessment is produced over several sessions, the following material will be collected and stored securely at the end of each session (not accessible to candidates):

- The work that will be assessed
- Preparatory work

5.18. Additional precautions will be taken where candidates are permitted to store work on computers. This may include collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the school's IT network.

5.19. The work submitted for assessment will include references to any sources used, where appropriate.

- To facilitate this, each candidate will keep a detailed record of their own research, planning and resources, etc. The record will include all the sources used, including books, websites and audio/visual resources.

Word and time limits:

5.20. The school will refer to awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only, candidates will be discouraged from exceeding them.

Collaboration and group work:

5.21. Unless the awarding body's specification states otherwise, candidates are free to collaborate when carrying out research and preparatory work.

5.22. Where specifications permit, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. Teaching staff will ensure it is possible to ascertain individuals' contributions to the group work.

5.23. Where a group assignment requires written work to be undertaken, each candidate will write up their own account of the assignment. It is acceptable for all members of a group to record the same data, but each will use their own words and their own contributions will be clearly identified. The contribution of individual candidates will be clear from both the work itself and, if applicable, the records.

5.24. Each candidate will be marked as an individual for the work they have contributed.

5.25. The school is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

Authentication procedures:

5.26. Teachers will be sufficiently familiar with the candidate's general standard of work to judge whether the piece submitted is within their capabilities.

5.27. Where required by the awarding body's specification, the following procedure will be applicable:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

5.28. Teachers will sign a declaration of authentication after the work has been completed confirming that:

- The work is solely that of the candidate concerned.
- The work was completed under the required conditions.
- Signed candidate declarations are kept on file. (Signed candidate declarations will be kept on file until the deadline for the enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by the JCQ school inspector.)

5.29. If teaching staff are unable to confirm whether work presented is a candidate's own but it has been completed under the required conditions, teaching staff will:

- Not accept the candidate's work for assessment.
- Record a mark of zero for internally assessed work.
- Notify a member of the SLT.

Presentation of work:

5.30. Candidates will be allowed to word process their work.

5.31. Candidates will be instructed to put the following information on each page as a header or footer:

- Five-digit school number.
- Candidate number.
- Component code.

5.32. Candidates will be permitted to use spell/grammar check when they are word processing.

5.33. Candidates will be encouraged to use black ink and write legibly for submitted written work.

5.34. Candidates will submit both handwritten and word-processed work on A4 paper unless the awarding body's specification states otherwise.

5.35. Candidates will include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

5.36. The insuring of fragile and valuable materials will be considered. Awarding bodies are not responsible for the loss or damage of work during moderation or transit.

5.37. The inclusion of items of sentimental value, such as photographs or certificates, will not be permitted in the presentation of work.

5.38. Consent will be obtained at the beginning of the course from parents if videos, photographs or images of candidates will be included as evidence of participation or contribution.

5.39. Bulky covers and folders will be removed before work is sent for moderation or external marking.

5.40. Candidates' work will be securely fastened and the awarding body's cover sheet will be fully completed and attached to the work.

Keeping materials secure:

5.41. Where candidates are producing work over a period of time under formal supervision, their work will be stored securely.

5.42. Where work is stored in a hard-copy format, secure storage is defined as a securely locked cabinet or cupboard.

5.43. Where candidates are producing artefacts, such as a piece of art, secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

5.44. When work is stored in a digital format, it is the school's responsibility to keep the work that candidates have submitted secure.

5.45. Where work is stored electronically, the school will restrict access to this material and will utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective contingency strategy will be in place so that an up-to-date archive of candidates' evidence is maintained.

5.46. Teachers are allowed to take work home to mark, provided that they take sensible precautions regarding the work's security.

5.47. Internally assessed work that is not required for moderation purposes and work returned to the school after moderation will be returned to secure storage until all possible post-results services, such as appeals, have been exhausted. If post-results services have not been requested, internally assessed work will be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work will be returned once the enquiry about results and any subsequent appeal has been completed.

5.48. Candidates will be reminded to keep their work secure at all times and not to share completed work or partially completed work on social media or by any other means.

6. Task marking – externally assessed components

Conduct of externally assessed work:

6.1. The format of external assessment will vary according to the specification and component; for example, some components may have a visiting examiner, whereas sometime candidates' work will be required to be dispatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.

6.2. Externally assessed work will be conducted within a window specified by the awarding body.

Submission of work:

6.3. The school will pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent at sessions. The school recognises that failure to do so will impact upon an awarding body's ability to deliver an accurate set of results.

6.4. A copy of the attendance register will be kept until the deadline for enquiries about results has passed.

6.5. Where candidates' work needs to be dispatched to an examiner, it will be sent by the date specified by the awarding body.

Feedback:

6.6. The school will review feedback concerning our conduction of assessments. The feedback will be constructive, objective, supported by fact and judgement and sufficiently detailed to explain any differences between the school's assessments and the agreed standard for the component.

7. Task marking – internally assessed components

Marking and annotation:

7.1. Teachers will mark work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

7.2. Teacher annotations will be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the school and enable the moderator to check that marking is in line with the assessment criteria.

Annotating the work:

7.3. When marking, the marker will follow guidance in the relevant specification and associated subject-specific documents.

7.4. The marker will provide evidence to support awarded marks.

7.5. The marker will identify the assessment criteria that the candidate has met.

7.6. The marker will be clear and unambiguous.

7.7. The marker will use key phrases from the marking criteria; e.g. "uses a variety of techniques".

7.8. The marker will insert annotations at the appropriate point in the work – in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

Awarding marks:

7.9. In regards to work done in groups, marks that reflect the contributions of individual candidates will be awarded.

7.10. The marker will account for if a candidate has received feedback and guidance that goes beyond the general guidance allowed, which is stated by the awarding body's specification.

Completing documentation:

7.11. The marker will record the feedback and guidance that is given to candidates.

7.12. The marker will enter marks in the way specified by the relevant awarding body.

Candidates who submit insufficient or no work:

7.13. When a candidate submits no work whatsoever, the candidate will not be awarded a mark of zero; instead the candidate will be reported to the awarding body as absent.

7.14. When the candidate submits insufficient work, the candidate's work will be marked against the assessment criteria. The appropriate mark will be awarded. If none of the work is worthy of credit, the candidate will be awarded a mark of zero.

Revealing marks to candidates:

7.15. The school will reveal internally-assessed marks to candidates, as a candidate may request a review of the school-assessed mark.

Candidates who request a review of the school's mark:

7.16. Any review will be undertaken before marks are submitted to the awarding body.

7.17. Sufficient time will be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision.

7.18. The school will allocate sufficient time for the review to be completed, making changes to marks where necessary and informing the candidate of any changes, all before the awarding body's deadline.

7.19. The review will be carried out by an appropriate assessor who has no previous involvement in the assessment of the candidate's work and has no personal interest in the review.

7.20. The school will ensure that all candidates are aware that school-assessed marks are subject to change through the moderation process.

Internal standardisation:

7.21. The marker will indicate on candidates' work, or on the cover sheet of the work, the date of marking.

7.22. All markers involved in the school-assessed marking will work to common standards.

7.23. When internally standardising, the following process will be followed:

- In the first year of a new specification, teaching staff will participate in awarding body training.
- In subsequent years, obtain exemplar material provided by the awarding body and use the school's own archive material.
- When holding a trial marking session, all teachers involved in assessment will be included.
- Compare standards through cross-marking a small sample of work.
- Agree upon a common understanding of the assessment criteria.
- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.
- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.
- If there are inconsistencies, ensure that the teacher(s) concerned make(s) adjustments to their marks.
- New marks will be checked by the teacher responsible for internal standardisation.
- 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.

Submission of work and marks for moderation:

7.24. The school will set internal deadlines which will allow accommodation for any candidate requests for reviews of marking and to meet the deadline for submission of marks of candidates' work, as published by the awarding body.

7.25. The work submitted will be carefully checked for addition and transcription errors before submission.

7.26. The school will submit the supporting documentation required by the awarding body, these include:

- Authentication of candidates' work.
- Confirmation that internal standardisation has been undertaken.
- Any subject-specific information.

7.27. In exceptional cases, it is possible to obtain an extension to the deadline for submission of marks.

Storage and retention of work after submission and marks:

7.28. The school will keep a record of names and candidate numbers for candidates whose work was included in the sample sent to the moderator.

7.29. The school will retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

7.30. Where work is stored electronically, the school will implement measures to protect work from corruption and have back-up procedures in place.

7.31. If retention of the work is a problem due to the nature of the work, the school will keep evidence, such as photos. For instance, in relation to food technology assessments, photos will be taken during the non-examination assessment, due to the perishable nature of the work.

7.32. Awarding bodies will retain the work of some candidates for archive and standardisation purposes.

8. Appeals

8.1. An appeal can only be made against the process that produced the mark to be submitted to the relevant awarding body; no appeal against the actual mark is accepted. For example, an appeal can be requested should a candidate or parent feel the correct marking, moderating and standardising procedure has not been followed.

8.2. Appeals will be made as soon as possible once marks have been released.

8.3. Appeals will only be allowed if they are requested at least four weeks before the end of the last externally assessed paper in that examination series.

8.4. Appeals will be made to the headteacher who will investigate the appeal.

8.5. If an appeal results in a change in the initially awarded mark, then the relevant awarding body will be informed.

8.6. The appellant will be informed in writing of the outcome of their appeal. Further procedures are outlined in the Exam Appeals Policy.

9. Access arrangements

9.1. Awarding bodies' specifications are developed to be compliant with equality legislation. Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

9.2. If a candidate has an access arrangement as part of their normal way of working within the school, if possible, a similar arrangement will be organised.

9.3. The school will apply for access arrangements in advance of timetabled non-examination assessments.

9.4. The special educational needs coordinator (SENCo) will ensure that all relevant staff are aware of any access arrangements which need to be applied for in regards to non-examination assessments.

10. Special consideration

10.1. Candidates who are unexpectedly absent for one or more formally supervised session will not be eligible for special consideration – the candidate will be given an opportunity to make up the missed time.

10.2. Candidates who are absent for an acceptable reason on the day of an external examiner visiting may be given special consideration – advice will be sought from the awarding body at the time of the candidate's absence to arrange possible alternative assessment arrangements.

10.3. Candidates who were absent for some formally supervised sessions because they joined the course at a late stage will not be eligible for special consideration – the candidate will be given an opportunity to make up the missed time.

10.4. Candidates who were absent for an acceptable reason when their peers undertook the assessment will not be eligible for special consideration – the candidate will be allowed to submit the assessment in a subsequent examination series.

10.5. When there is not another upcoming opportunity for assessment and the candidate was absent for acceptable reasons when their peers undertook the assessment, the candidate may be eligible for special consideration.

10.6. In order for a candidate who has been absent to be eligible for special consideration, the following criteria must be met:

- The candidate has covered the entire course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment during the certification series at the same time as their peers for acceptable reasons.
- The school has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The school can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The school supports the application for special consideration.

10.7. Awarding bodies will accept a reduced quantity of work, providing the following criteria is met:

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and each required assessment objective has been covered at least once.

Loss of work

10.8. If the candidate is responsible for the loss of their work through negligence, no special consideration will be given.

10.9. If the school is responsible for the loss of work through negligence, then the candidate will be eligible for special consideration, providing the school can verify that the work was completed or partially completed and had been monitored whilst it was in progress.

11. Malpractice

11.1. Teachers will familiarise themselves with the JCQ document 'Notice to Centres – Sharing NEA material and candidates' work.'

- Candidates must not:
  – Submit work which is not their own.
  – Make their work available to other candidates through any medium.
  – Allow other candidates to have access to their own independently sourced material.
  – Assist other candidates in producing work.
  – Use books, the internet or other sources without attribution and acknowledgement.
  – Submit work that has been word-processed by a third party without acknowledgement.
  – Include inappropriate, offensive or obscene material.

11.2. Candidates will not publish their work on social media.

11.3. If a candidate malpractice is discovered after a candidate has signed the authentication statement, the awarding body will either:

- Award the work a mark of zero.
- Disqualify the candidate from that component of the examination series.
- Disqualify the candidate from the entire subject for that examination series.
- Disqualify and ban the candidate from re-entering for a period of time.

11.4. The Headteacher will ensure that those members of staff involved in the direct supervision of candidates producing non-examination assessment material are aware of the potential risk of malpractice.

11.5. Teaching staff will be aware that failure to report malpractice constitutes malpractice itself.

11.6. Teachers will:

- Be vigilant.
- Escalate and report any alleged, suspected or actual incidents of malpractice.

11.7. If teachers suspect malpractice, the disciplinary procedures outlined in the school's School Behaviour Policy will be followed and the relevant awarding body will be contacted.

12. Quality assurance

12.1. St Gregory's Catholic High School is committed to quality assurance and believes it in an integral part of the school's processes.

12.2. At St Gregory's Catholic High School, an internal verification process is in place to ensure that consistent testing and assessment standards are maintained.

12.3. Several methods of internal verification are carried out on an on-going basis, including the following:

- Cross-marking
- Peer reviewing and appraisals
- Working observations
- Moderation
- Standardisation

12.4. All cases of borderline achievement are internally verified. All internal verification is recorded on pupils' work and on central recording systems.

12.5. All necessary teaching staff members attend relevant training and courses, keeping up-to-date with various methods of assessment and marking.

12.6. Where a new marker is assessing, all work is double-marked until the headteacher is satisfied with the standard.

12.7. Information from the awarding body is circulated to all members of staff involved in the assessing of pupils' work.

12.8. St Gregory's Catholic High School's Equality and Diversity Policy is followed at all times and regularly monitored.