



# SURBITON

HIGH SCHOOL

## Non-Examination Assessments (NEA) –

### A Level & GCSE Specifications

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## Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

### Our Values

#### **We are compassionate:**

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

#### **We are respectful:**

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

#### **We are courageous:**

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

#### **We are inquisitive:**

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

#### **We are a community:**

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for



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- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

## United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

## 1 Policy Statement

Surbiton High School aims to bring out the best in everyone: to discover the best in everyone, to expect the best from everyone, and to support everyone to achieve their personal best. This includes:

- providing an intellectually rigorous and challenging academic environment,
- encouraging hard work and commitment and
- a commitment to trustworthiness

All of these are reflected in our NEA policy, which seeks to ensure that we meet all the requirements of the Code of Practice for the conduct of external examinations produced by JCQ. Surbiton High School is committed to ensuring that:

- Whenever teachers assess pupil work for external qualification it is done fairly, consistency and in accordance with the specification for the qualification concerned.



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- Appropriate NEA guidance is available to staff, pupils and parents and is in line with Examination Board rules and regulations.
- Assessments are conducted by staff who have the appropriate knowledge, understanding and skills and who have been trained in this activity.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject as supplied by the awarding bodies.
- The consistency of Assessment is assured through internal standardisation as set out by the Awarding Bodies' specification documents.
- Staff responsible for internal standardisation and/or assessment attend the compulsory training sessions provided by the relevant Awarding Body for each subject.
- Appeals against the procedure used in arriving at internal assessment decisions are dealt with according to the procedures for appeals contained in the Internal Examinations Appeal Policy. These are in line with the relevant code of practice for the conduct of external qualifications produced by QCA.

NEA are internal assessments. NEA has replaced controlled assessment in GCSEs and coursework in GCEs.

Definition: NEA is designed to assess skills which are not effectively measured by external exams. It retains many features of coursework / controlled assessment while ensuring that the work submitted is the students' own and that internal assessments are more manageable for teachers and students.

Whilst the general rules are the same for all the GCSEs and A Levels, the specific requirements for NEA are different for each subject. Information for teachers is provided in the specifications provided by the examination boards.

This policy should be read in conjunction with the following documents:

- Assessment, Recording and Reporting Policy
- Internal Assessment Appeals Procedure (appendix 1)
- JCQ Instructions for conducting non-examination assessments

[https://www.jcq.org.uk/wp-content/uploads/2023/08/Instructions\\_NEA\\_23-24\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/08/Instructions_NEA_23-24_FINAL.pdf)



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- JCQ AI Use in Assessments: Protecting the Integrity of Qualifications

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

- JCQ Information for Candidates – Coursework Assessments

<https://www.jcq.org.uk/exams-office/coursework/>

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our School community.

Surbiton High School is fully committed to ensuring that the application of this NEA policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on the MIS, and on request from the Principal's office.

This document is reviewed annually by the Vice Principal Academic and Head of Exams, or as events or legislation change requires. The next scheduled date for review is October 2024.

## 2 Procedures

For specific scenarios and for guidance on logistics of how the NEA policy will be carried out, please refer to the Risk Assessment Table in section 4 of this policy.

### Staff Responsibilities

#### 2.1 Senior Leadership Team

- Accountable for the safe and secure conduct of NEA. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

#### 2.2 Head of Department

- Decide on the awarding body and specification for a particular GCSE / A Level.
- Ensure that marking is consistent and appropriate including standardizing internally the marking of all teachers involved in assessing an internally assessed component.



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- Ensure equality of opportunity for pupils in relation to NEA in liaison with the SENCO and the Exams Office, including ensuring that pupils who have been assessed as needing extra time are provided with that opportunity.
- Ensure that individual teachers understand their responsibilities with regard to the assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes and any other subject specific instructions.
- Ensure that pupils are fully informed of exam board regulations, the specific aims and objectives, how and where the work is to be carried out, how much time they have available and how they should manage it, deadlines and the standard of performance required to achieve particular grades.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supply to the Exams Office details of all unit codes for NEA.
- Submit marks through the Exams Office to the awarding body when required, keeping a record of the marks awarded.
- Understand and comply with the awarding body specification for conducting NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply the Exams Office with samples of work requested by the Exam Boards.

## 2.3 Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting non-examination assessments and JCQ AI Use in Assessments: Protecting the Integrity of Qualifications. Details are available on the school's MIS.
- Understand and comply with the awarding body specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.



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- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely – this needs to be a lockable filing cabinet/ cupboard dependant on size at all times.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Retain candidates' work securely between assessment sessions (if more than one) and after completion of the controlled assessment.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. These could be with the HOD or the Exams Office. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) and/or the Exams Officer for any assistance required for the administration and management of access arrangements.

## 2.4 Head of Exams

- The Exams Office contacts all HODS for confirmation of dates when NEA will be carried out during the academic year.
- The Exams Office will issue the JCQ publication Instructions for conducting non-examination assessments and JCQ AI Use in Assessments: Protecting the Integrity of Qualifications to teaching staff at the start of the academic year.
- The Exams Office will issue JCQ Information for Candidates – Coursework Assessments to Year 10, 11, 12 & 13 students at the start of the academic year.
- The Exams Office will inspect that the correct forms are completed and that secure storage arrangements meet the regulations.
- Create, publish and update an internal appeals policy for NEA.
- Enter students for individual units, whether assessed by NEA or external exam before the deadline for final entries.
- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether electronically or hard copy format.



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- Collect and send NEA marks off to candidates.
- Collect and send NEA marks off to awarding bodies before deadlines.
- Send NEA samples to the moderators.
- On the few occasions where NEA cannot be conducted in the classroom, arrange suitable accommodation where NEA can be carried out.
- Ensure access arrangements have been applied for.





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## 3 Risk Assessment

Risks and Issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects	Plan dates in consultation with school calendar – negotiate with other parties	Heads of Department
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Heads of Department / Heads of year
<b>Communication with pupils</b>			
Pupils aware of exam board regulations	All pupils informed of exam board procedures and regulations for NEA	Through Teaching Staff and via The academic Integrity policy issued to all year 10 candidates given by Exams Office.  This is also mentioned by the HOY at the Welcome to Y10 parents evening	Teaching Staff/ Heads of Department and Exams Office and Heads of Year



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<p>Pupils aware of the logistics of the NEA to be carried out</p>	<p>The specific aims and objectives of the NEA highlighted by teaching staff</p> <p>Logistics of locations for work to be carried out communicated with pupils before start</p> <p>Clear guidance on time allowed to be given by Teaching Staff</p> <p>Deadlines published and clear for all pupils</p> <p>Criteria for different levels of attainment shared with pupils and information on where to access appropriate help via exam board websites shared</p>		<p>Teaching Staff and Heads of Department</p>
<b>Accommodation</b>			



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Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Heads of Department
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Heads of Department
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Heads of Department & Teaching Staff
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	Heads of Department & IT
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Heads of Department
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Heads of Department



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Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of NEA are limited	Heads of Department & Exams Office
<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Heads of Department to be fully informed of exam board regulations and procedures	Seek guidance from the awarding body	Heads of Department & Exams Office
Extra time candidates receive correct time allocation	Clear guidance for extra time candidates provided to teaching Staff		Exams Office
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Teaching Staff
There is consistency of support and opportunities within each department	All teaching staff fully informed and trained in exam board regulations and procedures		Heads of Department



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Teaching staff do not understand supervision of NEA is their responsibility	Ensure teaching staff understand nature of NEA and their role in supervision		Heads of Department & Exams Office
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any NEA where a teacher is not supervising, in line with the awarding body specification		Heads of Department & Exams Office



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<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Heads of Department & Exams Office
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Heads of Department & Exams Office
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Heads of Department & Exams Office
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Heads of Department & Exams Office
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative secure spaces	Heads of Department
Storage of NEAs	NEA to be stored in secure filing cabinets in departmental areas or Exams Office		Heads of Department
Lost NEA	Inform the Exams office ASAP	Head of department/ Head of Exams	



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<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Heads of Department & Exams Office
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	Heads of Department & Exams Office
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Teaching Staff
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Heads of Department
Candidates engaging in plagiarism, cheating, seeking unauthorised assistants from others or using Artificial Intelligence (AI)		Send JCQ documents to teaching staff and candidates	Head of Department & Exams Office



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<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase. Guidance on marking will include details on how marking is monitored and how re-sits are managed	Arrange for remarking. Consult awarding body specification for appropriate procedure	Heads of Department & Exams Office
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Heads of Department
<b>Internal Appeals</b>			
Understanding what constitutes appropriate grounds for appeal	Appeals can be made against the consistency of regulations and conduct of the NEA.	Statement made to pupils: “If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams you should see the Examinations Officer as soon as possible”.	Exams Office
How should records of internal appeal be stored	The Exams Office will hold all records of Internal Appeals and will communicate these with Heads of Department as required		Exams Office





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	A record of all Internal Appeals is kept in case the awarding body wishes to see them.		
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\* Not all NEA will require the completion of a study diary or study plans

\*\* All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification.



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## Appendix 1 Appeals against internal assessment decisions (centre assessed marks - NEA)

### Policy Statement

This procedure confirms Surbiton High School compliance with JCQ’s *General Regulations for Approved Centres 2023-2024, section 5.7* that the centre “*have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely*”

Certain components of GCSE and A Level qualifications that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Surbiton High School is committed to ensuring that whenever its staff mark candidates’ work this is done fairly, consistently and in accordance with the awarding body’s specification and subject-specific associated documents.

An internally assessed component is a requirement for the following GCSE and GCE subjects examined at Surbiton High School (Centre no. 14427).

GCSE	A Level
Art	Art
Photography	Photography
Dance	Computer Science
Design & Technology	Design & Technology
Drama	Dance
Music	Drama
PE	English Literature
	English Language
	Extended Project
	Geography
	History
	Music



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	PE
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Surbiton High School ensures that all centre staff follow the *NEA (Non-examination assessment) policy* for the management of GCE and GCSE non-examination assessments. This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

## Procedures

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Surbiton High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

1. At the beginning of the GCSE and A Level courses, all candidates will be informed of the NEA appeals process. All information required can be found on the school website.
2. Surbiton High School will ensure that candidates are 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.
3. Surbiton High School will inform candidates 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.
4. Surbiton High School will, having received a request for copies of materials, promptly make them available to the candidate within 2 calendar days.
5. Requests for reviews of marking **must** be made in writing within 2 calendar days of receiving copies of the requested materials by completing the **internal appeals form**.



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6. Surbiton High 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.
7. Surbiton High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
8. The candidate will be informed in writing of the outcome of the review of the centre's marking.
9. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

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

This procedure confirms Surbiton High School compliance with JCQ's *General Regulations for Approved Centres 2023-2024, section 5.13* that the centre "have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-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 provided by the exams officer.

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



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If the centre or a candidate (or parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

*Review of Marking (RoM)* offers three services.

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

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

Where the centre does not uphold a request from a candidate and the candidate (or her parent/carer) believes there is grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre– by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting a review of marking.

The appellant will be informed of the outcome of her appeal before the internal deadline for submitting a review of marking.

Following the review of marking 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 review of marking outcome, but the candidate (or 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.

The **internal appeals form** should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the review of marking. 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 enquiry about 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



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the exams officer). If the appeal is upheld by the awarding body, this fee (minus an admin fee of £6) will be refunded by the awarding body and repaid to the appellant by the centre.



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## Internal appeals form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

<b>Name of appellant</b>		<b>Candidate name</b> if different to appellant	
<b>Awarding body</b>		<b>Exam paper code</b>	
<b>Subject</b>		<b>Exam paper title</b>	

Please state the grounds for your appeal below

*(If applicable, tick below)*

- Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking  
*If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed*

Appellant signature:

Date of signature:

**This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure**



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## 5. Document Information

Version Number	5
Reason for Version Change	Annual review
Name of owner/author	Hannah Horwood
Name of individual/department responsible	Hannah Horwood, Vice Principal, in conjunction with Exams Office
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