NON-EXAMINATION ASSESSMENT POLICY

Updated: March 2018
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Introduction
This policy covers the delivery of reformed GCE and GCSE qualifications which contain component(s) of non-examination assessment (NEA).

Purpose of this policy
The purpose of this policy is to:
- Cover procedures for planning and managing NEAs, and;
- Define staff roles and responsibilities with respect to NEAs.
- Manage risks associated with NEAs.

Definition
Non-examination assessment is a form of internal assessment for reformed GCSE and GCE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

Task setting, task taking and task marking.

Responsibilities
Head of Centre
- To be familiar with Joint Council of Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant Awarding Bodies to ensure that all non-examination assessments are conducted according to the qualification specifications.
- To ensure that the centre's internal appeals process clearly defines the procedure to be followed by candidates and/or parents/carers appealing against centre awarded marks and requesting a review of the centre's marking.

Exams & Data Manager
- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents and to ensure that all staff are aware of these instructions.
- To be familiar with general instructions related to non-examination assessment from each Awarding Body.
- To propose internal deadlines for completion of non-examination assessment components.
- To liaise with Awarding Bodies where a visiting examiner/moderator is required.
- To work with Heads of Faculty/Subject Leaders to submit non-examination assessment marks to relevant Awarding Bodies.
- To work with Heads of Faculty/Subject Leaders to despatch students' assessments for moderation in line with Awarding Body deadlines.
- To make appropriate arrangements for the security of non-examination assessment materials.

Heads of Faculty/Subject Leaders
- To be familiar with JCQ instructions for conducting non-examination assessments.
- To understand and comply with specific instructions for non-examination assessment for relevant Awarding Bodies.
- To ensure that individual teachers understand their responsibilities regarding non-examination assessment (including endorsements).

- To ensure that teaching staff use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials or tasks set by Awarding Bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate Faculty/Subject standardisation of non-examination assessments.
- To work with the Exams & Data Manager to submit non-examination assessment marks to the relevant Awarding Body.
- To work with Exams & Data Manager to despatch students' assessments for moderation.

SENCo
- To be familiar with JCQ instructions for conducting non-examination assessment with reference to candidates with access arrangements.
- To work with the Exams & Data Manager to coordinate requests for special access arrangements.

Subject Teachers
- To supervise assessments at the specified level of control, undertaking tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Where needed, to liaise with the Network Manager to restrict candidate access to the internet or other prohibited sources of information.
- To restrict candidate access to work between supervised sessions.
- To ensure that students and supervising staff sign authentication forms at completion of an assessment.
- To mark internally assessed components and keep a record of marks awarded.
- To take part in Subject/Faculty standardisation of non-examination assessments.
- To retain candidates' work securely between assessment sessions (where there is more than one).
- To retain candidates' work, post completion until the closing date for enquiries about results. In the event that an enquiry is submitted, to retain candidates' work until the outcome of an enquiry and any appeal has been conveyed to the centre.
- To request the assistance of the SENCo in the administration and management of access arrangements.

Task Setting

Heads of Faculty/Subject Leaders will be responsible for the selection of non-examination assessment tasks from an approved list, or for setting appropriate centre specific tasks. Subject Teachers will be responsible for ensuring that students understand the assessment criteria for any assessment task.

Task Taking

Unless the awarding body's specification says otherwise, the following arrangements will apply.

In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone* & *Warning to Candidates* posters are not required.

Subject teachers will ensure there is sufficient supervision (in accordance with Awarding Body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable.

Subject teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

Subject teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into

account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.

Subject teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Authentication
Candidates and teachers must sign the appropriate authentication declaration and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other result enquiry has been completed (whichever is later).

Task Marking
Subject teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. Marks may be disclosed to candidates provided that it is made clear that the moderation process may result in changes to marks; subject teachers should not attempt to convert marks to grades in advance of the publication of results.
Heads of Faculty/Subject Leaders are responsible for ensuring that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

Enquires about results
Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body. The decision to make an application for a review of moderation will be made by the Head of Centre after discussion with the Head of Faculty.

Factors affecting individual candidates
If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session may be organised. The centre will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The centre will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant Awarding Body. Decisions will be made on an individual basis, by SLT in consultation with the Head of Faculty. If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Special consideration
A candidate may be eligible for special consideration in assessments, for example, when:
- They are absent;
- A reduced quantity of work has been produced;
- Work has been lost.

In these circumstances, the Subject Teacher/Head of Faculty should liaise with the Exams & Data Manager to establish if an application for special consideration can be made. The Subject Teacher/

Head of Faculty is responsible for gathering evidence and submitting this to the Exams & Data Manager.

The Exams & Data Manager is responsible for making an application for special consideration to the Awarding Body at the appropriate time to meet published deadlines. The Exams & Data Manager is responsible for retaining the evidence on file for the appropriate period of time.