



Archbishop Temple School

A Church of England Specialist College

NON-EXAMINATION ASSESSMENT POLICY

Date Agreed : February 2021

To Be Reviewed : February 2022

Name of Policy: Non-Examination Assessment Policy

Sub-Committee Responsible: Education & Curriculum Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

RATIONALE

At Archbishop Temple School, we endeavour to recognise, develop and maximise the intellectual, moral, social, physical, aesthetic and spiritual potential of all involved with the school. We educate all pupils in accordance with the requirements of the National Curriculum, whilst preparing pupils for the world of work, and for life in the community beyond school. As such, Archbishop Temple School fully recognises its responsibilities for external examinations and assessments and, therefore, aims to ensure that the planning and management of these assessments are conducted efficiently and in the best interests of the candidates, and that there are clear guidelines for all relevant staff.

It is the responsibility of all staff involved in Archbishop Temple School's examination and assessment process to read, understand and implement this policy.

See also: Examinations Policy, Internal Appeals Policy and Procedure, JCQ Instructions for Conducting Non-Examination Assessments, JCQ Delivery of GCSE (9-1) computer science task (NEA) 2019-20 and the JCQ Suspected Malpractice in Examinations and Assessments document.

GUIDELINES

Non-examination assessment is a form of internal assessment where control levels are set for each stage of the assessment process: task setting, task taking and task marking. These include GCSE and vocational qualifications non-examined assessment and GCSE English Spoken Language.

The purpose of this policy is to ensure:

- there is a systematic and consistent procedure for the management of such assessment within the school
- assessment is carried out in accordance with JCQ instructions and individual awarding body specifications.

When non-examination assessment is to be undertaken, staff and pupils must adhere to the regulations stipulated in JCQ Instructions for conducting non-examination assessments.

If, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

Formal supervision

Candidates **must** be under direct supervision at all times.

The use of resources by the candidate and his/her interaction with others will be directed by the awarding body; **in particular, access to e-mail, the internet, iPads and mobile phones must not be permitted** unless specified in the examination guidance and instructions.

Candidates **must** complete all work independently and must not communicate with each other. No assistance, beyond that permitted by awarding bodies, can be given to the candidates.

Examination conditions, the use of external invigilators and the displaying of the relevant JCQ Notices **are not** required. However, teachers **must** ensure that any display material in the teaching environment, which might provide assistance, is removed or covered.

All relevant school staff **must** be aware of the conditions under which the task may be taken and the regulations in relation to the materials candidates may or may not use, as well as being able to confirm the identity of the candidates.

Candidates must not use a mobile phone, iPads or any other electronic communication device during a session, which is subject to formal supervision.

Teachers, teaching assistants, cover supervisors and invigilators should record the date and time of the assessment, the name of the supervisor and keep a log of any incidents which occur during the course of the assessment. Additionally, they are required to record which candidates were present for the assessment, as well as those who were absent.

Informal supervision

The use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates.

Candidates **do not** need to be under direct supervision at all times. However, school staff **must** ensure that:

- all candidates participate in the assessment
- plagiarism does not take place
- sources used by a candidate are clearly recorded
- each candidate's preparation for the final production of the work is his/her own.

Limited supervision

Requirements are clearly specified by the awarding body and work may be completed without direct supervision.

Research or data collection may take place outside of the classroom.

Careful reference **must** be made to the relevant awarding body's specification, which may set certain parameters for teaching staff where limited supervision is to be applied. For example, a specification may require teachers during the preparation stage of an assignment to advise candidates on:

- the focus of the investigation
- sources of information
- relevance of materials/concepts
- document structure (chapter titles and content)
- techniques of data collection
- techniques of data presentation
- skills of analysis and evaluation
- health and safety matters.

Malpractice

Archbishop Temple School seeks to minimise the risk of malpractice by staff and learners.

During the induction period and, where relevant to the qualification, through the learner handbook candidates and supporting staff are informed of the JCQ and awarding bodies' policies on malpractice and the penalties for attempted and actual incidents of malpractice.

Teachers show learners the appropriate formats to record cited texts and other materials or information sources and ask candidates to declare that their work is their own by signing the relevant NEA authentication forms.

Teachers instruct candidates apply a plagiarism checker to digital assignments prior to submission.

Assessors apply a plagiarism check to all submitted digital assignments.

By appropriate questioning by teachers, learners are able to demonstrate they have interpreted and synthesised appropriate information and acknowledged any sources used in their assignments.

Definition of Malpractice by Candidates

This list is not exhaustive and other instances of malpractice may be considered at the school's discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other students to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or NEA assignment

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered at the school's discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed NEA work where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidates' work secure
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves school staff producing work for the candidate
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a candidate's assignment
- Misusing the conditions for special learner requirements and access arrangements where the support has the potential to influence the outcome of the assessment
- Falsifying records

- Fraudulent certificate claims, that is claiming for a certificate prior to the candidate completing all the requirements of assessment.

Procedures in the Event of an Allegation of Malpractice

When an allegation of malpractice is made or malpractice is suspected, the assistant headteacher i/c of examinations and assessments will conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation.

An investigation will proceed through the following stages:

The individual is made fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

The individual is given the opportunity to respond to the allegations made.

The assistant headteacher will inform the individual of the rights and opportunities for appealing against any judgment made.

The examinations officer will document all stages of any investigation.

Where malpractice is proven, appropriate and commensurate penalties will be applied in line with awarding body recommendations.

Staff responsibilities

Senior leadership team

- Accountable for the safe and secure conduct of non-examined assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of non-examined assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Provide and update an internal appeals policy for non-examined assessments.
- Ensure subject leaders are familiar with the current relevant JCQ publications and understand their responsibilities with regard to controlled assessment and non-examination assessments.
- Ensure all relevant school staff and external invigilators are familiar with and adhere to the current the JCQ publication Suspected Malpractice in Examinations and Assessments.
- Respond to allegations of malpractice in accordance with the JCQ publication Suspected Malpractice in Examinations and Assessments.

Heads of faculty/department/subject

- Ensure individual teachers are familiar with the current JCQ publication Instructions for Conducting Non-Examination Assessments and understand their responsibilities with regard to such assessment.
- Decide on the awarding body and specification for a particular qualification.
- Supply to the exams office details of all unit codes for non-examined assessments .
- Undertake the role of Lead Internal Verifier for vocational qualifications and complete to a satisfactory standard the awarding body's standardisation training.
- Ensure assessment practices meet current awarding body requirements and guidance.
- Produce a clear and accurate assessment plan at the start of the programme/academic year.
- Provide clear, published dates for handout of assignments and deadlines for assessment.
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment in accordance with Instructions for Conducting Non-Examination Assessments and the relevant exam board directions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, ensuring that such assignments have undergone a robust and rigorous internal verification procedure and meet awarding body specifications and control requirements.
- Ensure subject staff are fully trained in the requirements for current assessment and internal verification procedures.
- Manage an annual the internal verification schedule of the marking of all qualification components by all teachers involved in assessing NEA.
- Maintain accurate and detailed records of assessment decisions and internal verification processes.

- Monitor standards verification/external examination reports and undertake any remedial action required; thus maintaining a robust and rigorous internal verification procedure, which informs future assessment.
- Provide samples for standards verification/external examination as required by the awarding bodies.
- Liaise with SENCo to identify the provision for candidates with exam/assessment concessions.
- Provide student authentication forms on completion of an assessment.
- Identify appropriate storage for candidates work and ensure that the work is held securely.
- Ensure teachers do not attempt to convert marks to grades in advance of the publication of results.
- Ensure candidates are informed of the marks, which have been awarded prior to submitting these to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process.
- Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body.
- Ensure all subject staff and external invigilators understand and adhere to the current the JCQ publication Suspected Malpractice in Examinations and Assessments, and inform SLT of any suspected malpractice.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for Conducting Non-Examination Assessments.
- Understand and comply with the current the JCQ publication Suspected Malpractice in Examinations and Assessments, and inform the relevant subject leader of any suspected malpractice including plagiarism.
- Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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 at all times.
- Assess learner's evidence using only the published assessment and grading criteria and provide candidates with a copy of the marking criteria for non-examination assessments so they can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. Teachers ought to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.
- Ensure candidates understand what constitutes candidate malpractice including plagiarism and subsequent penalties and sanctions.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Provide an appropriate working environment in which candidates can complete non-examination assessment tasks in accordance with JCQ and examination board regulations.
- Teachers must ensure that candidates:
 - understand that information from published sources must be referenced

- receive guidance on setting out references
- are aware that they must not plagiarise other material.
- Provide resources to ensure that assessment can be performed accurately and appropriately
- advice and feedback within the rules stated in JCQ publication Instructions for Conducting Non-Examination Assessments.
- Ensure students and supervising teachers properly complete and sign authentication forms on completion of an assessment.
- Maintain accurate and detailed records of assessment decisions
- Provide samples for standards verification/external examination as required by the awarding bodies
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Subject Leader to the exams office when required by the awarding body, keeping a record of the marks awarded.
- Engage fully in the standards verification process and undertake any remedial action required; thus maintaining a robust and rigorous internal verification procedure, which informs future assessment.
- Provide samples for standards verification/external examination as required by the awarding bodies.
- Inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body.
- Teachers should not attempt to convert marks to grades in advance of the publication of results.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. 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.
- Work with the SENCo to provide assistance required for the administration and management of access arrangements.

Examinations officer

- Enter students for individual units, whether assessed by non-examination assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format.
- Download and distribute marksheets for teaching staff to use to collect data for online submission to awarding bodies before deadlines.
- On the few occasions where non-examination assessment cannot be conducted in the classroom, arrange suitable accommodation where this assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Glossary of Terms

GCSE – General Certificate of Secondary Education

JCQ – Joint Council of Qualifications

SENCo – Special Educational Needs Coordinator