**Bishop Challoner Catholic College**



**Non-Examination Assessment Policy**

**(including risk assessment)**

This Policy lists the responsibilities of the relevant Staff in terms of organizing, administering and overseeing non-examination assessments.

**Leadership team**

* Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies subject specifications
* At the start of the academic year, begin coordinating with Heads of Departments the non-examination assessments schedule. It is advisable that non-examination assessments be spread throughout the academic years of key stage 4
* Ensure that there is a consistent and systematic approach to non-examination assessments across subject as well as within subjects
* Map overall resource management requirements for a year. As part of this resolve:
* Clashes/problems over the timing or operation of non-examination assessments.
* Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc)
* Ensure that all staff involved have a calendar of events
* Create, publish and update an internal appeals policy for non-examination assessments
* Ensure that Subject Leaders are aware of and understand their roles and responsibilities in relation to non-examination assessments.

**Heads of Department**

* Decide on the awarding body and specification for a particular GCSE/GCE and supply to the exams office all details of Specification and unit codes
* Understand and comply with the general guidelines for conducting non-examination assessments contained in the JCQ Instructions for conducting non-examination Assessments and in the specific awarding body specification, including any subject-specific instructions, teacher’s notes or additional information on the awarding body’s website
* Standardise internally the marking of all teachers involved in assessing an internally assessed component
* Ensure individual teachers understand their responsibilities with regard to the requirements of the awarding body’s specifications and subject-specific instructions.
* Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local needs, in line with awarding body specifications and control requirements.
* Post-completion, retain candidates’ work securely until the closing date for enquiries about results. In the event an enquiry is submitted, retain candidates’ work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the school.

**Teaching Staff**

* Understand and comply with the general guidelines in the JCQ publication: Instructions for conducting non-examination assessments.
* Obtain confidential materials/tasks set by the awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored as the specification allows.
* Supervise assessments as specified by the awarding bodies. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
* Ensure 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. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
* Retain students’ work securely between assessment sessions (if more than one).
* Ask SEN/Learning Support for any assistance required for the administration and management of access arrangements.

**Examinations Office**

* Enter students for individual units and qualification (cash-in) codes before the deadline for final entries.
* Create and distribute mark sheets for teaching staff to use and collect and send mark sheets to awarding bodies before the final entry deadlines.
* Where confidential information materials are directly received by the exams office, to be responsible for receipt, safe storage and transmission to Heads of Department.
* Ensure access arrangements have been applied for and approved in coordination with the SENCO.
* Work with teaching staff and learning support staff to ensure requirements for access arrangements are met and where appropriate (e.g: A Reader is not permissible if reading is being assessed)
* Take responsibility for receipt, safe storage and safe transmission of controlled assessment materials, whether in CD, digital or hard copy format

**SEN/Learning Support**

* Ensure access arrangements have been applied for and approved in coordination with the Examinations Office.
* Work with teaching staff and learning support staff to ensure requirements for access arrangements are met and where appropriate (e.g: A Reader is not permissible if reading is being assessed)

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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
|  | **Forward planning** | **Action** |
| **Timetabling** | | | |
| non-examination assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. at the start of the academic year) | Plan dates in consultation with school calendar – negotiate with other parties | Heads of Department |
| Too many non-examination assessments close together across GCSE subjects | Plan non-examination assessments so they are spaced over the duration of the course | Space non-examination assessments to allow candidates sometime between them | SLT  Heads of Department |
| **Accommodation** | | | |
| Insufficient space in classrooms for candidates | Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessments | Use more than one classroom or multiple sittings where necessary | SLT  Heads of Department  Admin  Exams Office |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities |  | Heads of Department  Admin |

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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
|  | **Forward planning** | **Action** |
| **Downloading awarding body set tasks** | | | |
| 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 unable to access task details | Test secure access rights ahead of controlled assessment schedule every year and every session | Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule | Heads of Department  Exams office |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Contact awarding body and ask for replacement task; download again | Heads of Department  Exams Office |
| **Absent candidates** | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates |  | Heads of Department |
| Candidates have a scheduling clash for exams or assessment (possibly offsite consortium teaching) | 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 non-examination assessments are limited. | Heads of Department  Exams Office |

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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
|  | **Forward planning** | **Action** |
| **Control levels for task taking** | | | |
| The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | SLT  Heads of Department  Exams Office |
| **Supervision** | | | |
| Student study diary/plan not provided or completed.  N.B. Not all non-examination assessments will require the completion of diary or study plans. | 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 | Heads of Department |
| Teaching staff do not understand that the supervision of non-examination assessments is their responsibility | Ensure teaching staff fully understand the nature of non-examination assessments and their role in supervising assessments |  | SLT  Heads of Department |
| A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising | A suitable supervisor must be arranged for any non-examination assessment session where a teacher is not supervising, in line with the awarding body’s specification |  | SLT  Heads of Department  Exams Office |

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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
|  | **Forward planning** | **Action** |
| **Task setting** | | | |
| Teaching staff fail to correctly set tasks | Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body’s specification\*\* | Seek guidance from the awarding body | Heads of Department |
| Assessments have not been moderated in line with the awarding body’s specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | Heads of Department  Exams Office |
| **Security of materials** | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff fully understand the importance of task security | Contact the awarding body to request/obtain different assessment tasks | Heads of Department  Exams Office |
| Candidates’ work not kept secure during or after assessment | Define the appropriate level of security, in line with the awarding body’s requirements, for each department as necessary | Seek guidance from the awarding body | Heads of Department  Teacher |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | SLT  Heads of Department |

\*\* 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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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
|  | **Forward planning** | **Action** |
| **Deadlines** | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines and the penalties for not meeting them | Mark what candidates have produced by the deadline  Seek guidance from awarding body on further action | Heads of Department  Teacher |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines) | Seek guidance from awarding body | SLT  Heads of Department |
| **Authentication** | | | |
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign  Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking. | Find candidate and ensure authentication form is signed | Heads of Department  Teacher |
| Teaching staff fail to complete authentication forms or leave before completing the authentication process | Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature | Return the authentication form to the teacher for signature  Ensure authentication forms are signed as work is marked | Heads of Department  Exams Office |

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| **Example risks and issues** | **Possible remedial action** | | **Staff** |
|  | **Forward planning** | **Action** |
| Marking | | | |
| Teaching staff interpret marking descriptions incorrectly | Ensure appropriate training and practising of marking | Arrange for re-marking | SLT  Heads of Department |
| Teaching staff interpret marking descriptions incorrectly | Ensure appropriate training and practising of marking | Teaching staff interpret marking descriptions incorrectly | SLT  Heads of Department |
| Centre does not run the standardisation activity as required by the awarding body | Plan against the awarding body’s requirements for standardisation, i.e. when and how this activity must be conducted | Check with the awarding body whether a later standardisation event can be arranged | SLT  Heads of Department  Exams office |