

Bishop Challoner Catholic College



Non-Examination Assessment Policy (including risk assessment)

Next review date: September 2026

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

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- 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.

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- 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)

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.

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

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