

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

NON-EXAMINATION ASSESSMENT

This policy applies to Kirkham Grammar Senior School (KGS) only

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Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

AIMS

This policy aims to:

- Cover procedures for planning and managing non-examination assessments.
- Define staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on post-results services and general regulations for approved centres.

ROLES AND RESPONSIBILITIES

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

Head of Centre

At Kirkham Grammar School, the Head of Centre is the Headmaster.

Reporting to the Head of Centre, is the Examinations Officer, who is responsible for:

- Ensuring that the non-examination assessment policy is fit for purpose.

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place.
- Ensuring the internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible (see Appendix B).
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the delivery or administration of a qualification.
- Supporting the administration/management of non-examination assessment.

Heads of Department (HoDs)

HoDs are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times.
- Undertaking appropriate departmental standardisation of non-examination assessments.

Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marking internally assessed work to the criteria provided by the awarding body.

Learning Support Co-ordinator

The Learning Support Co-ordinator is responsible for ensuring that all relevant staff are aware of any access arrangements that need to be applied.

TASK SETTING

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, HoDs will: select from non-examination assessment tasks provided by the awarding body, or design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification.

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

TASK TAKING

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Supervision

- Invigilators are not required.
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'.
- Candidates do not need to be directly supervised at all times.
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body.
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated.
 - The work that an individual candidate submits for assessment is his/her own.
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution.
- The teacher will also:
 - Ensure that candidates understand the need to reference work.
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material.

Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level.
 - Having provided advice at a general level, allow candidates to revise and redraft work.

- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources.
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

Authentication

- Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.
- Where required by the awarding body's specifications:
- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned.
 - The work was completed under the required conditions.
 - Signed candidate declarations are kept on file.
- If there is concern that malpractice may have occurred or the work is unable to be authenticated, the SLT will be informed.

TASK MARKING

Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria, and annotation will be used to provide evidence to indicate how and why marks have been awarded.

Candidates will be informed of internally assessed marks, as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body. It will also be made clear that any internally assessed marks are subject to change during the moderation process.

Externally assessed work

The format of external assessment depends on the awarding body's specification and the component being assessed. Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

MALPRACTICE

The Head of Centre and SLT will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will be expected to familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work and to be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium, including social media.
- Allow other candidates to have access to their own independently sourced material.
- Assist other candidates to produce work.
- Use books, the internet or other sources without acknowledgement or attribution.
- Submit work that has been word processed by a third party without acknowledgement.
- Include inappropriate, offensive or obscene material.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to SLT or directly to the awarding body.

Enquiries about results

Senior members of staff and pastoral staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components and candidates are reminded that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted

without change, this will not be available. A review of moderation is not available for an individual candidate.

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APPENDIX A

Non Examined Assessments (NEAs): Risk Management

Department: _____

Risk	Forward Planning and Action to reduce the risk	Member of staff responsible
Timetabling:		
Timetabling clash with another activity	Plan well ahead, in conjunction with school calendar.	Teacher, HoD, DH(O)
Too many NEAs timetabled at the same time	Plan assessments so that they are spaced out over the duration of the course.	Teacher, HoD, SDH
Accommodation:		
Insufficient space in the usual room	Once group sizes are known, plan ahead to ensure NEAs take place in a sufficient space.	Teacher, HoD, DH(O)
Insufficient facilities/equipment for all candidates	Plan ahead to ensure sufficient facilities/equipment available.	HoD
ICT:		
Teaching staff unable to access task details	Ensure staff have appropriate access rights with exam board. Tested in advance.	Teacher, HoD
ICT system failure when NEA being carried out	Download tasks well ahead of scheduled assessment date. Report loss to examination board.	Teacher, HoD, DH(O), EO
Absence:		
Absent candidates at NEA time	Plan alternative sessions(s) for candidates.	Teacher, HoD
Candidates have a clash with another event	Plan ahead to avoid clashes. Decide on priorities in the event of clashes. Plan alternative date(s) if necessary.	Teacher, HoD, SDH
Control levels for task taking:		
Task undertaken with an insufficient level of control	Ensure teaching staff know the applicable level and understand what is involved. Provide training if required.	Teacher HoD, SDH
Supervision:		
Teacher not sure what to do	Ensure teaching staff know the nature of NEAs and understand their role in supervision. Provide training if required.	HoD, SDH

Suitable supervisor has not been arranged for an assessment where teaching staff are <u>not</u> supervising	A suitable supervisor must be arranged for a controlled assessment.	HoD, DH(O)
Task setting:		
Incorrect task set	Ensure teaching staff understand the task setting arrangements as defined by the examination board.	Teacher, HoD, EO
NEA not moderated in line with board regulations	Check specification and plan the required moderation appropriately.	HoD
Security of materials:		
Task not kept securely before assessment	Ensure teaching staff understand the importance of task security.	Teacher, HoD
Candidates' work not kept secure during or after the task	Apply appropriate level of security in line with exam board requirements.	Teacher, HoD
Insufficient or insecure department storage of tasks	Plan early to ensure suitable storage provision.	HoD, SDH
Deadlines:		
Deadlines not met by the candidate	Ensure all candidates are briefed on the importance of meeting deadlines including the penalties for not meeting them. Mark what is produced by the deadline, seek guidance from the exam board.	Teacher, HoD, EO
Marking and admin deadlines not met by staff	Ensure teaching staff are given clear and realistic guidelines. Seek guidance from the exam board.	Teacher, HoD, EO
Authentication:		
Candidate has not signed the authentication form	Ensure all candidates have the forms to sign and attach to their work before handing in. Find the candidate, if necessary, and ensure the form is signed.	Teacher, HoD
Teaching staff fail to sign the authentication form	Ensure that staff understand the importance of the authentication form and the requirement of a signature. Return form to staff for signature.	HoD
Marking:		
Incorrect interpretation of marking descriptions	Ensure appropriate training and practise of marking. Arrange for re-marking. Consult exam board for appropriate procedure.	Teacher, HoD, SDH, EO

Key:

DH(O): Deputy Head (Operations)
SDH: Senior Deputy Head

HoD: Head of Department
EO: Examinations Officer

APPENDIX B

Reviews of marking - centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

Kirkham Grammar 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.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. KGS is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. KGS 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.
2. KGS will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. KGS will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
4. KGS will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision.
5. KGS will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing and candidates **must** explain on what grounds they wish to request a review.
6. KGS will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
7. KGS will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.

8. KGS will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. KGS will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.