



## Non-Examination Assessment Policy

<b>Applicable to:</b>	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
<b>Approval body:</b>	Executive Headteacher	

### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	School to determine
<b>Approval by</b>	School to determine

### Publication:

<b>Statutory requirement to publish on school website</b>	No
<b>Agreed to publish on school website</b>	Yes

### Review:

<b>Frequency</b>	<b>Next Review Due</b>
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**Version Control:**

<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Data and Curriculum Services Manager (AD)	23 November 2017	0.1	Initial draft based on The Key for School Leaders model policy (September 2017)
<b>Changed by</b>	<b>Revision Date</b>		
Business Manager (BW)	13 May 2019	1.0	Final approved version for publication
Business Manager (BW)	21 October 2019	1.1	Annual review, including updating links to latest JCQ guidance
Business Manager (BW)	23 October 2019	2.0	Final approved version for publication
Data and Curriculum Services Manager (AD)	5 November 2020	2.1	Updated in line with The Exams Office template (September 2020)
Business Manager (BW)	18 December 2020	2.0	Final approved version for publication

## 1 Overview

1.1 The purpose of this policy, as defined by JCQ, is 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

1.2 This policy covers all types of non-examination assessment (NEA 1).

## 2 What are **non-examination** assessments?

2.1 Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

2.2 There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA 1)

## 3 Legislation

3.1 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.

3.2 This policy also takes into account the [JCQ's guidance on post-results services](#) and [general regulations for approved centres](#).

## 4 Roles and responsibilities

4.1 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

4.2 In our school, the Head of Centre is the Executive Headteacher.

4.3 The Head of Centre is responsible for:

- returning a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA
- ensuring that the centre's Non-Examination Assessment Policy is fit for purpose
- ensuring the centre's Internal Appeals Procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision (centre assessed marks) and/or requesting a review of the centre's marking

### Senior Leaders

4.4 Senior leaders are responsible for:

- ensuring the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- ensuring the centre-wide calendar records assessment schedules by the start of the academic year

### Quality Assurance (QA) Lead / Lead Internal Verifier

4.5 The Quality Assurance Lead / Lead Internal Verifier is responsible for:

- confirming with Heads of Faculty that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- ensuring appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- ensuring appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- ensuring appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- where not provided by the awarding body, ensuring a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

### Heads of Faculty

4.6 Head of Faculty are responsible for:

- ensuring subject teachers understand their role and responsibilities within the non-examination assessment process
- ensuring NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- working with the Quality Assurance Lead / Lead Internal Verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

### Teachers

4.7 Teachers are responsible for:

- understanding and complying with the general instructions as detailed in NEA
- where these may also be provided by the awarding body, understanding and complying with the awarding body's specification 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
- ensuring the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

## Exams Officer

4.8 The Exams Officer is responsible for:

- signposting the annually updated JCQ publication NEA to relevant centre staff
- carrying out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

## Special Educational Needs and Disability Co-ordinator (SENDCo)

4.9 The SENDCo is responsible for:

- ensuring that all relevant staff are aware of any access arrangements that need to be applied

## 5 Task setting

5.1 Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, Heads of Faculty 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

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

## 6 Task taking

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

### Supervision

**Note: Staff are responsible for checking subject-specific supervision requirements set out in the awarding body's specification.**

- 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:
  - o ensure that candidates understand the need to reference work
  - o give guidance on how to do this; and
  - o 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:
  - o review candidates' work and provide oral and written advice at a general level
  - o 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

## 7 Authentication

- 7.1 Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.
- 7.2 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:
    - o the work is solely that of the candidate concerned
    - o the work was completed under the required conditions
    - o signed candidate declarations are kept on file
- 7.3 If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Exams Officer and Senior Leadership Team will be informed.

## 8 Task marking

### Internally assessed work

- 8.1 Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.
- 8.2 The school will inform candidates 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 under the school's Internal Appeals Procedure.
- 8.3 The school will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

### Externally assessed work

- 8.4 The format of external assessment will depend on the awarding body's specification and the component being assessed.
- 8.5 Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.
- 8.6 Where candidates' work needs to be dispatched to an examiner, the school will ensure it is sent by the date specified by the awarding body.

## 9 Malpractice

- 9.1 The Head of Centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.
- 9.2 Teachers will familiarise themselves with the [JCO guidance on sharing assessment material and candidates' work](#).
- 9.3 Teachers will 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

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

## **10 Reviews of results**

10.1 The school will make candidates aware of the arrangements for enquiries about results before they take any assessments.

10.2 Senior members of 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.

10.3 A review of marking is available for externally assessed components. The school will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

10.4 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.