

NON-EXAMINATION ASSESSMENT POLICY

Reviewed by Examinations Officer

Last review: June 2021

Next review: June 2022

1. It is the responsibility of subject leaders to become familiar with the assessment requirements set out in each specification which they deliver. Subject leaders must also be familiar with the JCQ regulations concerning non examination assessments.
<http://www.jcq.org.uk/exams-office/non-examination-assessments>.
2. Subject leaders must carry out and record a risk assessment for each specification. Examples of risks to be included can be found at the end of this document.
3. It is the responsibility of subject leaders to obtain the assessment task details from the awarding bodies.
4. The subject leader should choose the most appropriate time for any supervised assessment to take place in line with the requirements of the specification.
5. All students should be given a copy of the JCQ notice. <https://jqc.org.uk/wp-content/uploads/2020/01/Information-for-candidates-NEA-1920.pdf>
6. Students should be given a copy of the assessment criteria to help them understand what they need to do.
7. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision
8. All assessment materials must be locked in a suitable secure cabinet at the end of each supervised session.
9. Separate IT user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. Attendance records from assessment sessions should be kept by the class teacher.
12. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
13. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.

14. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
15. If suspected malpractice occurs, the examinations officer must be informed.
16. If a student's work is lost within the school, this must be reported to the exam board.
17. Student should be told their assessment marks well before the awarding body deadline for mark submission.
18. Student may request a re-mark of their assessment task. This should be done in accordance with the JCQ regulations. <https://www.jcq.org.uk/exams-office/non-examination-assessments>
19. Internal deadlines for the completion of assessments must include sufficient time for students to request a re-mark; and for the re-mark to be carried out.
20. Authentication forms must be signed by the teachers and candidates.
21. Access arrangements apply to controlled assessment. For clarification about which access arrangements apply, the SENDCO should be consulted.
22. The assessment marks must be submitted to the examinations officer by the appropriate date. It is the responsibility of the examinations officer to submit the marks to the relevant awarding body by the deadline.
23. Subject leaders must prepare the requested sample for moderation, together with all associated paperwork.
24. Candidates' work must be securely stored until all results have been verified.
25. After the results are published it may be possible to request a re-moderation of the work.

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	
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	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		

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	
Supervision			
Student study diary/plan not provided or completed*	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	
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		

* Not all specifications will require the completion of a study diary

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	
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	
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	
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	
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	

** 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	
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	
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	
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	

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	
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	