

Kings Langley School



Non-Examination Assessment Policy

REVIEW DATE: April 2019

Non-Examination Assessment Policy

This policy is to be read in conjunction with the following documentation and policies:

- Joint Council for Qualifications (JCQ) Instructions for conducting non-examination assessments (new GCE & GCSE specifications)

<http://www.jcq.org.uk/exams-office/non-examination-assessments/instructions-for-conducting-non-examination-assessments-2016-17>

- Controlled Assessment Policy
- Equality Policy
- Quality Assurance Policy
- SEN Policy

Definition

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers.

Non-examination assessment applies control over internal assessment at three points:

The JCQ requires each centre to have a non-examination assessment policy in place:

- to cover procedures for planning and managing non-examination assessments;
- to define staff roles and responsibilities with respect to non-examination assessments;
- to manage risks associated with non-examination assessments.

A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The policy will need to cover all types of non-examination assessment.

Which GCE and GCSE specifications are affected?

These instructions apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

Task setting, task taking and task marking.

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCE/GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCE/GCSE awarding body.
- In collaboration with Learning Area Leaders/Teachers in Charge of Subject, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Learning Area Leaders/Teachers in Charge of Subject, dispatch students' assessments for moderation.
- In collaboration with Learning Area Leaders/Teachers in Charge of Subject, make appropriate arrangements for the security of non-examination assessment materials.

Subject and Learning Area Leaders:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCE/GCSE awarding body.

- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments.
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Office, make appropriate arrangements for the security of non-examination assessment materials.

SENCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

Subject Teachers

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT

attempt to convert marks to grades in advance of the publication of results.)

- Take part in appropriate departmental standardisation of Controlled Assessments.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting

In accordance with specific GCE/GCSE awarding body guidelines, Subject and Learning Leaders will be responsible for the selection of non-examination assessment tasks from an approved list or setting appropriate centre specific tasks.

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

Task Taking

Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required. Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and mark sure they are aware that they must not plagiarise other material.

Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to

revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice. Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet, nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in charges to marks. Centres should not attempt to convert marks to grades in advance of the publication of results. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

Enquiries about results

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

Factors affecting individual candidates

If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat Non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders.

If a Non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.