THE JOHN OF GAUNT SCHOOL
- A Community Academy -

Non–Examination Assessment (NEA) Policy

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
DCO	CLES	06/03/18	FGB	26/03/18	Mar 2020	Yes

Contents

Vision Statement

'Create an irresistible climate for achievement'

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations.**
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud.**
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

Purpose of policy

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]

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exams policy will be reviewed by the Examinations Manager, every two years.

This policy affects the delivery of subjects of reformed GCSE qualifications, which contain a component(s) of non-examination assessment.

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. These rules often vary across subjects. The stages are task setting, task taking and task marking.

Different staff hold a range of responsibilities:

1. Procedures for planning and managing Non-examination assessments

Identifying staff roles

1.1 The Head of Centre:
- Must be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.

1.2 The Exams Manager[2]:
- 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 GCSE awarding body.
- In consultation with the SLT and relevant Governor: ensures that the centre's non-examination assessment policy is fit for purpose
- In consultation with the SLT and relevant Governor: ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates appealing against an internal assessment decision

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[1] [NEA– The basic principles, page 4]

[2] This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

1.3   SLT:
- Must be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- Ensure that the centre's non-examination assessment policy is fit for purpose.
- Ensure the centre's internal appeals procedures clearly detail the procedure to be followed by candidates appealing against internally assessed marks.
- Ensure that all non-examination assessments are conducted according to the qualification specifications of the relevant GCSE awarding bodies.
- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

1.4   Directors of Learning:
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Ensures the Deputy 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 or is made as a separate component/unit entry code) to the internal deadline for entries

1.5   Teachers:
- Understands and complies with the general instructions as detailed NEA
- Understands and complies 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.
- Marks internally assessed work to the criteria provided by the awarding body. (Where assessments are marked internally teachers when disclosing marks to candidates should made it 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).
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Take part in appropriate departmental standardisation of non-examination 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 SENCO for any assistance required for the administration and management of access arrangements.

1.6   Candidates:
- understanding coursework / non-examined or controlled assessments regulations and signing a declaration that authenticates the coursework as their own. Ensuring they conduct themselves in all exams according to the current regulations

2. Task Setting

Subject teacher
- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

3. Issuing of tasking

Subject teacher
- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

4. Task taking

Supervision - **Subject teacher**
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Keep a record of each candidate's contribution in group work, where applicable.
- Ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.
- 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.
- 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.
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensure candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Resources - Subject teacher
- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions

• Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits - Subject teacher
• Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Authentication procedures - Subject teacher
• Where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - signs the teacher declaration of authentication confirming the requirements have been met
• Keep signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
• Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
• Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

Presentation of work - Subject teacher
• Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
• Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure - Subject teacher
• When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
• When work is submitted by candidates for final assessment, ensures work is securely stored
• Secure storage instructions are followed as defined in NEA 4.8
• Takes sensible precautions when work is taken home for marking
• Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
• Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
• Liaises with the Network Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Network Manager

• Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

5. Task marking –externally assessed components

Conduct of externally assessed work
Subject teacher
• Liaises with the Deputy Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification

• Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Deputy Exams Officer

• Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
• Conducts the externally assessed component within the window specified by the awarding body
• Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work
Subject teacher

• Provides the attendance register to a Visiting Examiner

Deputy Exams Officer

• Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
• Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
• Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
• Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
• Packages the work as required by the awarding body and attaches the examiner address label
• Despatches the work to the awarding body's instructions by the required deadline

6. Task marking – internally assessed components

- 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.
- When teachers disclose marks to candidates they must made it clear that the moderation process may result in changes to marks. Teachers 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.

Submission of marks and work for moderation
Subject teacher

• Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline.
• Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
• Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work

submitted/Provides the moderation sample to the Deputy Exams Officer by the internal deadline
• Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams Manager/Deputy Exams Officer
• Submits marks via EDI if input via SIMS, keeping a record of the marks submitted to the external deadline.
• Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
• Proof of dispatch is obtained and kept on file until the successful issue of final results

Storage and retention of work after submission of marks

Keeping Materials Secure
• *What constitutes secure storage in the context of controlled assessment?*
Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format). Where candidates are producing artefacts (e.g. Art and Design or Design and Technology) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.
• *When does the requirement for secure storage of candidates' work come into play?*
Secure storage is required from the point at which candidates embark on producing work for assessment. All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions

Subject teachers
• Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
• Retain all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results – *the Exams Manager usually keeps Returned samples.*
• Take steps to protect any work stored electronically from corruption and has a back-up procedure in place
• Retain evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams Manager
• Ensure any sample returned after moderation is retained until after the Enquiries about Results deadline has passed, in secure storage.

External moderation - feedback
Curriculum Leaders
• Check moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams Manager/Deputy Exams Officer
• Access or signpost moderator reports to relevant staff
• Takes remedial action, if necessary, where feedback may relate to centre administration

7. Access arrangements

Subject teacher
• Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

SENCo
- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a TA in assessments are met
- Ensures that staff acting as an access arrangement TA are fully trained in their role

8. Special consideration

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.

Subject teacher
- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
  - is absent
  - produces a reduced quantity of work
  - work has been lost
- Liaises with the Deputy Exams Officer when special consideration may need to be applied for a candidate taking assessments

Deputy Exams Officer
- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

9. Malpractice

Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments*

Subject teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand of the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

Exams Manager

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre*

- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ *information for candidate's documents*
- Where required, supports the head of centre in investigating and reporting incidents of suspected Malpractice

10. 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.