



# Chipping Sodbury School

## *Non-Examination Assessment Policy*

Approved by	LGB
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Linked policies	Exams Procedure, Examinations Contingency Plan, Controlled Assessment Procedure

1. It is the responsibility of each Subject Leader to select from a number of comparable tasks provided by the awarding body or design their own task, in conjunction with students where permitted, using the criteria set out in the specification.
2. The Subject Leader must consult the specification to obtain the date for the issuing of tasks.
3. Teachers must take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications.
4. Teachers must take care to ensure the correct task is issued. It may not always be possible for the wrong task to be accepted.
5. It is not necessary to display JCQ examination posters.
6. Students do not need to be directly supervised at all times.
7. Teachers must check the subject-specific requirements issued by the awarding body.
8. There must be sufficient supervision of every student to enable work to be authenticated and to ensure that the work submitted is his/her own. Work may be completed outside of school, provided that teachers are confident that the work produced is the student's own.
9. Students may normally have unlimited access to electronic and printed resources and the internet.
10. Students may work in groups but the teacher should keep a record of each student's contribution. They may use the same data but each student must write up their own account of the assignment. Group assessment is not permitted. Teachers are responsible for monitoring group work and ensuring each student's contribution can be separately assessed.
11. Students must understand that information from published sources must be referenced-they must receive guidance on referencing. They must be aware that they must not plagiarise other material.
12. Teachers may give students advice and feedback but must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).  
**Unless specifically prohibited by the specification,** teachers may review work and provide oral and written advice at a **general** level and allow students to revise and redraft work. This does not need to be recorded or taken into account when the work is marked.  
Students should be aware of the marking criteria so that they understand what they need to do to gain credit. Teachers may produce a simplified student-friendly version, provided that it is not specific to the work of an individual student or group of students.
13. Teachers must record guidance and feedback given to students and take it into account when marking (or submit it to an external examiner), if they give detailed specific advice on how to improve drafts, detailed feedback on errors or omissions or if they intervene personally to improve presentation or content of work.
14. Teachers must not provisionally assess work and then allow students to revise it. They must not provide any assistance which is explicitly forbidden in the specification. Assistance must not be given if there is no means to record it and take account of it in the marking.
15. 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 e.g. high control means that students are under exam conditions.
16. For all **formally supervised sessions** the use of resources is tightly prescribed and normally limited to the student's preparatory notes. Relevant display materials must be removed or covered up. Access to the internet is not permitted and students are not allowed their own computers or other electronic devices eg. mobile phones. If work is produced over several sessions, students are **not** allowed to augment notes and resources between sessions. **The work to be assessed and preparatory work must**

**be collected and stored in a securely locked cabinet or cupboard at the end of each session (and not accessible to students).** If computers are used, memory sticks must be collected and stored securely or students' access to specific areas of the IT network may need to be restricted.

17. Once any work is handed in for assessment it **must** be stored securely. If work is stored electronically access to it must be restricted and appropriate security safeguards must be used such as firewall protection and virus scanning software. An effective back-up strategy must be used to maintain an up to date archive of students' evidence. Work not required for moderation must be stored securely until all possible post-results services have been exhausted. When all relevant deadlines have passed, work may be returned to students.
18. Attendance records from assessment sessions should be kept by the class teacher
19. Declarations of authentication must be signed by the teachers and students. Teachers must not accept a student's work and record a mark of zero if they have doubts about the authenticity of the work. Signed student declarations must be kept until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed. They should be given to the exams officer as they may be subject to inspection by a JCQ Centre Inspector.
20. If suspected malpractice occurs, the Exams Officer must be informed and it must be reported to the awarding body.
21. The assessment marks must be submitted to the awarding body by the appropriate date.
22. Teachers should inform students of the marks which have been submitted but must make it clear that those marks are subject to change through the moderation process. Students must be informed of their marks within a sufficient window to allow any internal appeal to be concluded **prior to** the submission of marks.
23. Where work is assessed by the teacher and externally moderated by the awarding body, standardisation of marking must take place in the school if more than one teacher is involved in assessment.
24. Access arrangements do apply to NEAs.
25. If a student is absent for one or more formally supervised sessions they should be given an opportunity to make up the missed time. If the student was absent for acceptable reasons and there is no further opportunity to complete the work they may be eligible for special consideration. The exams officer should be informed.
26. Externally assessed components will be conducted within a window as specified by the awarding body and must be sent to the examiner by the date specified.
27. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
28. If a student's work is lost within the school, this must be reported to the awarding body by the exams officer. If the student is responsible for the loss special consideration will not be given. If the school is responsible for the loss the student will be eligible for special consideration.
29. After the results are published it may be possible to request a re-moderation of internally assessed components. A review of marking/ priority review of marking may be requested for externally assessed components.

## **Outlining staff responsibilities – non-examination assessments**

### ***Senior leadership team***

- Accountable for the safe and secure conduct of assessments.  
Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule non-examination assessments.
- Map overall resource management requirements for the academic year.  
As part of this resolve:
  - clashes/problems over the timing or operation of controlled assessments;
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for assessments.

### ***Heads of department/faculty***

- Decide on the awarding body and specification for a particular GCE/GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

### ***Teaching staff***

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting non-examination assessments*.
- Understand and comply with the awarding body's specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams officer details of all unit codes for NEAs.
- 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.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Provide the exams officer with marks for submission to the awarding body by the published deadline, keeping a record of the marks awarded.
- Inform candidates of their marks for internally assessed components in sufficient time for them to be able to appeal their marks before they are submitted to the awarding body.
- 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 appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

***Exams officer***

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether CD or hard copy format.
- Where necessary download confidential materials and be responsible for safe storage.
- Submit marks/work to awarding bodies as necessary.
- Apply for special consideration as required.

***Special educational needs coordinator/additional learning support***

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.