Policy for the management of non-examination assessment

Purpose of the policy

This policy applies to all types of non-examination assessment.
This purpose of this policy 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.

This policy complies with JCQ's **2018/19** General Regulations 5.7 in that the centre is required to *"have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCE and GCSE non-examination assessments"* .

This policy does not cover specific instructions for conducting non-examination assessments which are provided by JCQ and awarding bodies.

Staff responsibilities in planning and managing GCE and GCSE non-examination assessment

Secondary Phase Leader

- Accountable for the safe and secure conduct of non-examination 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 subject to schedule non-examination assessments. (It is advisable that non-examination assessments are spread throughout the academic years of Key Stage 4.)

- Map overall resource management requirements for the academic year. As part of this resolve:

  - clashes/problems over the timing or operation of non-examination 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 non-examination assessments.

- Decide on the awarding body and specification for a particular 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 non-examination 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.

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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 non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Supply to the exams office details of all unit codes for non-examination assessments.

- 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. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.

- 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 office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- Download and distribute marksheets for teaching staff to use.

- **In exceptional circumstances** where non-examination assessments cannot be conducted in the classroom, arrange suitable accommodation where non-examination assessments can be carried out at the direction of the senior leadership team.

- Ensure access arrangements have been applied for.

- Work with teaching staff to ensure requirements for support staff are met.

Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	
Timetabling			
Non-examination assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	S Smith
Too many non-examination assessments close together across GCSE subjects	Plan non-examination assessments so they are spaced over the duration of the course	Space non-examination assessments to allow candidates some time between them	N/A none of our NEA are at GCSE level
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessments	Use more than one classroom or multiple sittings where necessary	S Smith
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		S Smith
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	S Newark
Teaching staff unable to access task details	Test secure access rights ahead of non-examination 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 non-examination assessment schedule	S Newark

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Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	S Newark
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		S Smith
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	S Smith & S Newark
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	S Smith
Teaching staff do not understand that the supervision of non-examination assessments is their responsibility	Ensure teaching staff fully understand the nature of non-examination assessments and their role in supervising assessments		S Smith
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any non-examination assessment session where a teacher is not supervising, in line with the awarding body's specification		S Smith
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	S Smith
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	S Smith
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	S Smith
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	S Smith
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	S Smith
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	S Smith
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	S Smith
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	S Smith
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	S Smith
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking	Arrange for re-marking Consult the awarding body's specification for	S Smith

	Plan for sampling of marking during the practice phase	appropriate procedures	
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	S Smith