

Non-examination Assessment Policy

Introduction

'**Non-examination Assessment**' is the term used to describe an *internally* assessed component of a GCSE or GCE specification in which **all** the work to be assessed is produced formally under supervised conditions.

"The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

BTEC has an additional assessment policy to run alongside this one.

Principles

The principles behind **Non-examination** Assessment:

- Enables independent research and preparation to occur both inside and outside the classroom.
- Enables a more integrated approach to teaching, learning and assessment, and is viewed as part of the work of the course, rather than a separate activity. It is an integral part of teaching and learning
- Provides an increased facility to ensure that work is the student's own utilizing features levels of control designed to maximise reliability and authenticity.
- Enables teachers to select from a choice of tasks and contextualise them. Teachers can choose the timing of the Controlled Assessment, which usually takes place in the classroom, within the normal timetable

Aim of the Policy

- To ensure that students are given the support they need to maximise their opportunity to achieve.
- To ensure that controlled assessments are well organised/managed so that they run smoothly without problems.
- To ensure that departments are given sufficient support to manage the **non-examination** assessment process.
- To ensure that students with Access Arrangements are given all the support they are entitled to.

Procedures to be followed

The aim of the procedural guidance set out below is to ensure the JCQ regulations '*Instructions for Conducting **Non-examination Assessments***' are adhered to at all times. The designated **non-examination** assessment co-ordinator within The Ilfracombe Academy is the Exams Officer, who is accountable directly to the Deputy Headteacher, but to whom all queries surrounding this guidance should in the first instance be put.

- All members of staff involved in the preparation of students for **non-examination** assessments and the conduct of those assessments should be familiar with the Academy's separate **non-examination** assessment risk management document.
- It is the responsibility of each subject leader to obtain the **non-examination** assessment task details for the relevant specification, liaise as necessary with the exams officer and ensure that all teachers involved in **non-examination** assessment understand their responsibilities.

- Subject leaders should choose the most appropriate time for the **non-examination** assessment to take place in accordance with any **non-examination** assessment designated window specified by the exam board.
- Subject leaders are expected to plan for **non-examination** assessments well in advance and to consult with the examinations officer and senior leader responsible for the whole school calendar over proposed dates.
- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required.
- As necessary, subject leaders should consult with the Academy's ICT network manager and Deputy Headteacher over the block booking of any ICT facilities required in order to carry out a **non-examination** assessment.
- It is recognised and accepted that dates planned well in advance for **non-examination** assessments may change nearer the event in the light of unforeseen problems. eg teacher absence during the preparatory period
- **Non-examination** assessments will generally take place in lesson time.
- All **non-examination** assessments must be run according to JCQ rules for **Non-examination** Assessments, and that may include removing work from walls etc and have JCQ Notices on the wall.
- 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. All staff must be aware of the relevant level of control permitted.
- The Exams Officer **must** be notified when a 'high level' **non-examination** assessment is planned to take place
- Where students are undertaking high control level work using ICT, Curriculum leaders must ensure, (through arrangement with ICT technical support) that there is no access to internet or e-mail and work to be assessed is only be accessible, by students, during the controlled sessions.
- High control work undertaken using ICT must be saved on a memory stick which must be collected in after each session and locked away in a suitable secure cabinet.
- All work produced by the students must remain securely stored until the end of the examination period and any request for Enquires about Results.
- Curriculum leaders must ensure that all assessment materials are locked in a suitable secure cabinet at the end of each session. Provision for this requirement must be considered in budgeting requirements.
- Students should note the guidance and feedback received from their teacher in a diary or folder. They should also use the diary or folder to make a record of the research and planning stage of their non-examination assessment including notes, diagrams, essay plans and bibliography
- Work may be handwritten in black ink or word processed. Printouts, charts and DVDs can be included where appropriate
- 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.
- Class teachers should keep attendance records from all assessment sessions.
- Entries for **non-examination** assessment must be made at the appropriate time.
- **Non-examination** Assessment marks must be submitted to the Examination Board by the specified dates.
- Any re-sits of this element must be considered with the Examination Boards rules on re-sits and terminal rules.
- Where a student has a long period of absence, special consideration should be applied for.

- If Malpractice is suspected then the case needs to be reported to the Examination Officer, who in turn will liaise with the Deputy Head Curriculum
- After the results are published it may be possible to request a re-moderation of the work
- Any appeals that arise will be addressed through the college **Non-examination** Assessments Internal Appeals policy.

Responsibilities

Senior leadership team

- 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 middle leaders/heads of department to schedule **non-examination** assessments. (It is advisable that **non-examination** assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the 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.

Middle Leaders/Heads of department

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Ensure that individual teachers understand their responsibilities with regard to **non-examination** assessment, and that all other requirements of **non-examination** assessment, specific to the exam board and subject specifications, are adhered to.
- Curriculum leaders are responsible to ensure internal standardisation occurs for all marking undertaken by all teachers involved in assessing an internally assessed area.
- Curriculum leaders are also responsible to ensure where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the college if more than one teacher is involved in the assessing.
- **Subject** leaders must liaise with the SENCO Assistant re. Access Arrangements. These arrangements must be in place for all **non-examination** Assessments. Those students entitled to Access Arrangements can be found on the "S" drive > SEN > Access Arrangements. Curriculum leaders must inform the SENCO Assistant in good time, so that scribes and readers etc can be arranged and accommodation organised if necessary
- Curriculum leaders must have contingency plans in place in the event that a planned assessment cannot take place for some or all the candidates.
- It is the responsibility of each Curriculum leader to obtain the **non-examination** Assessment task details from the exam boards and to ensure that all relevant staff within their department are familiar with the details and understand their responsibilities as laid down in the JCQ publication "Instructions for conducting **non-examination** Assessments".

- It is the responsibility of each Curriculum leaders to plan that **non-examination** Assessments are suitably incorporated into scheme of work.
- It is the responsibility of each Curriculum leaders to plan in **non-examination** assessments in advance, from the beginning of the syllabus, to avoid missing deadlines and compromise students' achievement.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Supply to the exams office details of all unit codes for **non-examination** assessments.

Teaching staff

- All members of staff involved in **non-examination** assessment should be familiar with the Academy's **Non-examination** Assessment Risk Management document. (Found on "S" drive > Information and Policies > Examination Policy)
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*, and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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 students as the specification allows.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, 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

- Enter students for individual units, whether assessed by **non-examination** assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students for the exam series.
- 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 mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where **non-examination** assessment can be carried out, at the direction of the senior leadership team.

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.

Non-examination assessments internal appeals procedure

The Ilfracombe Academy is committed to ensuring that whenever their staffs marks candidates' work this is done fairly, consistently and in accordance with the awarding body's specification. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of the appeals procedure to consider whether to request a review of the centre's marking. Reviews cannot be requested by a candidate if they simply want an improvement of mark.

- Candidates will be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Having received a request for copies of material, The Ilfracombe Academy will make these available to the candidate.
- Candidates will be given sufficient time in order to allow them to review copies of material and reach a decision.
- Upon handing the candidate copies of material, the subject teacher will give the candidate a clear deadline to submit a request for a review of marking.
- Requests must be made in writing and clearly state the reason for wanting a review. Requests must be made with regards to believed errors in the procedure.
- Reviews will be carried out to allow sufficient time to make any necessary changes to marks and to inform the candidate of the outcome, before the awarding body's deadline.
- Reviews of marking will be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- The reviewer will be instructed to ensure that the candidate's mark is consistent with the standard set by the centre.
- The review of the centre's marking will be communicated to the candidate in writing.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Sources of further information

- For an e-version on the JCQ booklet on conducting Non-examination Assessments go to "S" drive > Exams > Exam Policies > JCQ Documents
- The Examination Policy holds a number of relevant documents that may be of use.
- Further information can also be gained from the appropriate examination board

Monitoring arrangements

- The Deputy Head Curriculum will monitor how well the arrangements are functioning. This will be by way of Middle Leaders meeting and Line Management meeting with IT.

Dates and reviews

- Policy created by M. Holman Examinations Officer December 2010
- Policy due to be reviewed October 2011
- Policy reviewed November 2013
- Policy reviewed September 2020
- Date for next review September 2021