

GOSFORTH ACADEMY

POLICY FOR THE MANAGEMENT OF NON-EXAMINATION ASSESSMENT

STAFF RESPONSIBILITIES

Senior Lead, Curriculum

- Accountable for the safe and secure conduct of non-examination assessment (NEA). Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Consult with TALLs to schedule NEA.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of NEA.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have access to the KS4 calendar of events – this is in Frog/ School Documents/ Calendars and is updated once specific dates and lessons are identified by TALLs.

Leaders of Teaching and Learning

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Decide on the awarding body and specification for a particular GCSE/GCE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component, **noting what constitutes good practice as identified by JCQ (JCQ 6.2)**.
- 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.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that individual teachers understand all their responsibilities with regard to NEA, as listed below.
- **Ensure that the submission of marks is accurate and that checks for addition and transcription are carried out (JCQ 6.4).**

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Understand and comply with the awarding body specification for conducting NEA, including **setting the correct task(s)**, 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.
- Ensure that students understand the rules applying to the taking of any given task, **including the need for referencing and avoiding plagiarism (JCQ 4.1), and keeping a record of their research, planning and resources used (JCQ 4.3)**.
- **Follow JCQ guidelines on advice and feedback (JCQ 4.2)**.
- Ensure that students understand the assessment criteria for any given task.
- **Understand by referring to the exam board specification the level of control that applies to their subject, and supervise assessments appropriately. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.**
- **For any formally supervised tasks taken over more than one session, follow JCQ guidelines (JCQ 4.3) and school procedures detailed below, keeping an accurate record in the form of a time sheet of the dates of all sessions with the number of minutes spent by each student in each session, and retaining candidates' work securely between formally supervised assessment sessions (if more than one). Secure storage means in a "secure locked steel cabinet, a metal cabinet or similar cabinet" (JCQ 4.8)**.
- Keep a log of any incidents which occur during the course of any assessment.
- Ensure that the students and also they as supervising teachers sign authentication forms on completion of an assessment, **informing the examinations officer if they have any doubts about authenticity (JCQ 4.6)**.
- **Ensure appropriate presentation of work (JCQ 4.7)**.
- Mark internally assessed components using the mark schemes provided by the awarding body **and in line with JCQ instructions (JCQ 6.1)**. Submit marks directly onto the awarding body secure websites when required, keeping a record of the marks awarded.
- **Inform candidates of their marks for NEA, making it clear that they may change due to moderation, and in time to allow any internal appeal prior to submission (JCQ 6.1)**.

- Post-completion, retain candidates' work securely until the closing date for enquiries about results, **following JCQ guidelines (JCQ 6.5)**. 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.
- Consult the list of students with special access arrangements for exams (go to T drive Exam Access Arrangements to find the spreadsheet) and ensure their requirements are met. Ask the appropriate SEN coordinator for any assistance required for the administration and management of access arrangements.

Exams Manager

- Enter students for external exams before the deadline for final entries.
- 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.
- On the few occasions where NEA cannot be conducted in the classroom, arrange suitable accommodation where NEA can be carried out, at the direction of the senior leadership team.
- **Provide JCQ information to staff and students regarding rules on NEA.**

SENCO

- Ensure that access arrangements have been applied for.
- Ensure that the list of students' requirements available for staff on the T drive is up to date.
- Work with teaching staff to ensure requirements for support staff are met.

Managing the assessments

This policy is based on the JCQ publication *Instructions for conducting non-examination assessments*. All staff must act consistently with the JCQ instructions and the awarding body instructions for each of the three stages of NEA:

- Task setting
- Task taking
- Task marking

Task setting

- Candidates must be made aware of the assessment criteria which they are expected to meet.
- All tasks set must be developed in line with the requirements of the specification, though there will be variation between subjects as to how prescriptive or flexible these are.

Task taking

1. Formally supervised NEA

- Candidates must be under direct supervision at all times.
- The awarding body will direct the use of resources and what interaction with others is permitted.
- Access to mobile phones is not permitted.
- If the assessment takes place over a series of sessions, work produced with pen and paper must be handed in for safe keeping at the end of each session.
- If ICT is to be used, students must use their NEA sign-in. They will save their work on their named subject memory stick supplied by the teacher, and hand it in for safe keeping at the end of each session. Students will also print off their work at the end of each session and hand it in as well.
- Access to email and the internet must be disabled using Net Support.
- Students may only have access to their subject memory stick, supplied by staff.
- Display materials which provide any assistance not permitted by the specification must be removed or covered.

2. Other NEA

- Close reference must be made to the requirements of the specification.
- The use of resources is not tightly prescribed.
- Group work is permitted as long as material submitted for assessment can be attributed to individual candidates.
- The level of supervision must ensure that plagiarism does not take place and that the preparation for the final production is the candidate's own.
- Sources used by a candidate must be clearly recorded **and referenced**.
- Research and data collection may take place outside the classroom without supervision.

Task marking

Marking should comply with awarding body and JCQ instructions (JCQ 6.1). Standardisation must take place where NEA's are internally marked and externally moderated, and the procedures laid out by JCQ and the awarding bodies must be followed **(JCQ 6.2)**.

Factors affecting individual candidates

In the case of suspected malpractice, staff must follow the procedures laid down by JCQ and the relevant awarding body.

If a candidate misses part of a NEA task through absence, an alternative supervised session should be organised.

In the case of the loss of work in school and in the case of unforeseen prolonged illness, the relevant JCQ procedures must be followed **(JCQ 8.2)**.

Date approved: September 2021
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Signed:

Date to be reviewed: September 2022
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Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	<p>Subject Teacher</p> <p>Senior IT Support Officer</p> <p>Exams Manager</p>
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	TALLS
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i></p>	Subject Teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Centre
Issuing of tasks		
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	Subject Teacher
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Subject Teacher</p> <p>Exams Manager</p>
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Head of Centre
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<p><i>Assessment plan identified for the start of the course</i></p> <p><i>Assessment dates/periods included in centre wide calendar</i></p>	<p>Subject Teacher</p> <p>Director of Curriculum</p>
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	<p>Director of Operations/ Facilities Manager Subject Teacher</p>

		Exams Manager
Insufficient supervision of candidates to enable work to be authenticated	<p><i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i></p> <p><i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i></p>	Head of Centre
A candidate is suspected of malpractice prior to submitting their work for assessment	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i></p> <p><i>An internal investigation and where appropriate internal disciplinary procedures are followed</i></p>	Head of Centre
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	Exams Manager
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	Director of Curriculum
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	Director of Curriculum
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	Director of Curriculum
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Subject Teacher
Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p>	Subject Teacher

	<i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Head of Centre
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Head of Centre
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Director of Curriculum TALLS Subject Teachers
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Head of Centre
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Subject Teacher Head of Centre
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher

Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	Head of Centre
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Director of Curriculum TALLS
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Director of Curriculum TALLS
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Subject Teacher Exams Manager
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Subject Teacher Exams Manager
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Subject Teacher Exams Manager
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: policies and procedures are followed Appropriate internal disciplinary procedures are also followed</i>	Head of Centre
A teacher marks the work of a candidate with whom they have close relationship e.g. members of their own family or close friends and immediate family (e.g. Son/Daughter)	<i>A conflict of interest is declared by informing the awarding body that a teacher is preparing/teaching said child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Head of Centre Subject Teacher
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Subject Teacher Exams Manager

After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Subject Teacher Exams Manager
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the internal appeals procedure candidates are made aware of the application process and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	Subject Teacher Exams Manager
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	Subject Teacher TALLS
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	Director of Curriculum/ TALLS
Subject teacher long term absence during the marking period	<i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i>	Head of Centre