



**Highcliffe School**

**Non-Examination Assessment  
Policy**

**Applicable to 2018/2019  
JCQ Regulations**

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## What are non-examination assessments?

Non-examination assessment (NEA) measure subject-specific knowledge and skills that cannot be tested by timed written papers. Control levels are set for each stage of the assessment process: task setting, task taking and task marking.

## The purpose of this policy

The purpose of this policy is to ensure;

- that there is a systematic and consistent procedure for the management of NEA within the school
- 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

in accordance with JCQ instructions and individual awarding body specifications.

**The policy will be reviewed annually by Head of Centre, SLT and Examinations Officer, to ensure compliance with current JCQ regulations.**

## **Responsibilities**

### **Head of Centre (Headteacher)**

The Head has the overall responsibility for ensuring that NEA is conducted in accordance with the JCQ instructions and individual awarding body specifications;

- Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA
- Ensures the centre's non-examination assessment policy is fit for purpose
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

### **Senior Leadership Team**

The Senior Leadership Team is responsible for;

- Ensuring the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Working with Directors of Learning (DOLs) and Subject Leaders (SLs) to schedule NEA across the academic year
- Mapping resource management requirements for the year
- Resolving clashes / problems over the timing or operation of NEA
- Resolving issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensuring all staff and students involved have a calendar of events
- Maintaining the school diary and calendar with respect to external examinations and NEA
- Confirming with DOLs and SLs that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

## Examinations Officer

The Examinations Officer is responsible for:

- Familiarising herself with the JCQ Instructions for conducting non-examination assessments
- Signposting the annually updated JCQ publication to relevant centre staff
- Receiving, storing securely and transmitting confidential materials received by the exams office
- Ensuring that candidates' work is kept in secure conditions where necessary
- Distributing marksheets, or an electronic version, for use by curriculum areas, and collecting and sending completed marksheets to awarding bodies before deadlines
- Keeping a central record of the despatch of NEA, including recipient details and date and time sent
- Making students aware of the Internal Appeals Procedure and regulations concerning malpractice
- Submitting the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted
- Through the subject teacher, 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
- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

## Directors of Learning (DOL) and Subject Leaders (SL)

Subject Leaders (SLs) and Directors of Learning (DOLs) are responsible for;

- Familiarising themselves with the *JCQ Instructions for conducting non-examination assessments* and the detailed requirements of the relevant awarding body specification(s) for their subject, and ensuring these are implemented in practice
- Supplying the Examinations Officer with details of all entry codes for estimated entries so that relevant pre-release material is received
- Ensuring that NEA tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body
- Ensuring that where the centre is responsible for NEA task setting the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates

- Where appropriate, developing new assessment tasks or contextualising sample awarding body assessment tasks to meet local circumstances, in line with the specification and control requirements
- Working with the SLT to help schedule NEA and, where necessary, to resolve issues arising over timing or the need for resources
- Liaising with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaising with the Visiting Examiner where this may be applicable to any externally assessed component
- Working with the ICT technical team to ensure any ICT requirements are in place and tested before NEA takes place
- Ensuring that all staff in the subject areas understand their responsibilities with regard to NEA and the requirements of the specification, relevant teachers' notes and any other subject specific instructions
- Ensuring that subject areas NEA internal procedures and deadlines are clear and shared with all relevant staff and students
- Ensuring that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. If work is saved on memory sticks these should be backed up and locked away after each session
- Maintaining records of NEA sessions within the curriculum area as applicable
- Gaining informed consent of parents in the event that photographs/images of candidates are used as evidence of individual contribution
- Ensuring that internal standardisation is carried out according to the required procedures and evidence is retained of this
- Setting timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline
- Submitting NEA marksheets to the Examinations Officer
- Organising the submission of candidates' work for moderation, keeping a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators, and passing on all relevant details to the Examinations Officer for the central record

- Ensuring that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Arranging with awarding body contacts the monitoring visits for Practical Skills Endorsement, for A-Level Biology, Physics and Chemistry only
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series.

### Subject teachers

Whilst the DOLs and SLs have the overview and bear the overall responsibility for NEA in the curriculum area, subject teachers are responsible for the implementation of NEA relevant to their allocated classes. Subject teachers are responsible for

- Understanding and complying with the general guidelines in the JCQ publication *Instructions for Conducting non-examination assessments*
- Understanding and complying with the awarding body specification for conducting NEAs, including any subject specific instructions, teachers' notes or additional information on the awarding body's website
- Ensuring that candidates are fully aware of the NEA task requirements and know the assessment criteria
- Ensuring candidates are aware of and comply with the regulations in the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Identifying date(s) when tasks should be taken by candidates
- Accessing set tasks in sufficient time to allow planning, resourcing and teaching and ensuring that materials are stored securely at all times
- Working with the SENDCO Team, to ensure the appropriate access arrangements are made for individual candidates
- Ensuring the correct levels of supervision are maintained during task taking
- Checking that candidates using electronic storage facilities only introduce permitted material into the assessment environment
- Ensuring appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Recording details of the nature of any feedback or guidance given to candidates, including any advice given to individual candidates over and above that given to the class as a whole

- Confirming that NEA was completed under the required conditions and work is that of the candidates concerned by signing the relevant *Declaration of Authentication*
- Marking NEA tasks in line with specification requirements and to meet internal deadlines
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body
- Where required by the awarding body's specification, ensuring candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and signing the teacher declaration of authentication confirming the requirements have been met
- Keeping signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Involvement in internal standardisation as required by the DOL or SL
- Retaining all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- Taking steps to protect any work stored electronically from corruption and has a back-up procedure in place.

## SENDCO

The SENDCO Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills and is responsible for;

- Ensuring access arrangements have been applied for before the start of the course
- Informing teachers of candidates with particular needs / access arrangements at the start of an examined course, so that the appropriate arrangements can be made in class and for assessment purposes
- Advising on the implementation of access arrangements when required
- Working with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensuring that staff acting as an access arrangement facilitator are fully trained
- Completion of relevant JCQ forms.



## **Network Manager**

The Network Manager is responsible for:

- Ensuring PCs and laptops meet the guidelines set out by the JCQ
- Providing technical assistance when required
- Ensuring appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

## **Practical Skills Endorsement for the A Level Sciences**

The Director of Learning, Science;

- Ensures teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit.

## **Spoken Language Endorsement for GCSE English Language**

The Director of Learning, English;

- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings.

## Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensure that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	DOL/SL
Candidates do not understand the marking criteria and what they need to do to gain credit	<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 Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	DOL/SL
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>	DOL/SL
<b>Issuing of tasks</b>		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance allowing time for planning, resourcing and teaching</i>	DOL/SL
The wrong task is given to candidates	<i>Ensure course planning and information taken from the awarding body's specification confirms the correct task will be issued Awarding body guidance sought where this issue remains unresolved</i>	DOL/SL
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>	DOL/SL
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensure the candidate's presentation does not form part of the sample which will be recorded Contact the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	DOL/SL
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	SLT/DOL/SL
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting NEA (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject Teacher/ DOL/SL SLT

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 Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensure a centre-wide process is in place for subject teachers to record all information provided to candidates before work Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject Candidate confirms/records advice and feedback given prior to starting on their work</i>	DOL/SL
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensure a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	DOL/SL
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	DOL/SL Exams Officer Head of Centre
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
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>	Exams Officer
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>	Exams Officer

Resources		
A candidate augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	Subject Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><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</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>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></p>	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	DOL/SL
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	DOL/SL
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for NEA as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	<p>Subject Teacher</p> <p>DOL/SL</p> <p>Exams Officer</p> <p>Head of Centre</p>
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>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</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	<p>Subject Teacher</p> <p>DOL/SL</p>

Subject teacher not available to sign authentication forms	<i>Ensure a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work.</i>	DOL/SL
<b>Presentation of work</b>		
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
<b>Keeping materials secure</b>		
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/internal audit ensures subject teacher use of appropriate secure storage</i>	DOL/SL
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>	DOL/SL
<b>Task marking – externally assessed components</b>		
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 Officer
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 Exams Officer
<b>Task marking – internally assessed components</b>		
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 DOL/SL
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 DOL/SL Exams Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	Subject Teacher DOL/SL Exams Officer
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 in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Subject Teacher DOL/SL Exams Officer Head of Centre

A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own 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>	Subject Teacher DOL/SL Exams Officer
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 DOL/SL Exams Officer
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 DOL/SL Exams Officer
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 candidate exam handbook, candidates are made aware of the centre's internal appeals procedures 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 DOL/SL Exams Officer
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 DOL/SL Exams Officer
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>	DOL/SL Exams Officer SLT Head of Centre
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>	DOL/SL