



MANAGEMENT OF NON EXAMINATION ASSESSMENTS

Mission Statement

As a Catholic school, our mission is to show love through our respect for others.

We value our God-given gifts, talents and abilities. Our aim is to bring out the best in everyone, within a safe and happy environment.

Everyone should know that we are followers of God by what we do, not just by what we say

1. Exam responsibilities
2. Keeping Materials Safe
3. Task Setting
4. Task Taking
5. Task Marking
6. Candidate Malpractice
7. Results, enquiries about results (EARs) and access to scripts (ATS)
8. Access Arrangements
9. Risk Assessment

Changes to GCSEs and the introduction of non-examination assessment for GCSEs have been in place since September 2015.

Non examination assessment is a new form of internal assessment that replaces coursework and controlled assessment in GCSEs. It encourages a more integrated approach to teaching, learning and assessment and enables teachers to confirm that students carried out the work involved. As the name suggests, it applies increased control over assessment of students' work at three critical points:

- Task setting – teachers can choose from a wide range of tasks set by the awarding bodies
- Task taking – there are several levels (and types) of supervision under which assessment can take place, depending on the skills involved; generally this will be done by subject teachers in regular lesson time.
- Task marking – awarding bodies provide mark schemes or criteria

Non examination assessments may take place at any time during the course, however, centres must ensure that the non-examination assessment task issued to candidates is appropriate to the year in which the assessment will be submitted to the awarding body.

All centre staff must read and abide by the JCQ publication "Instructions for Conducting Non examination assessments".

The purpose of this exam policy is:

- To ensure the planning and management of non-examination assessments are conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system in relation to controlled assessments with clear guidelines for all relevant staff.

It is the responsibility of **everyone** involved in the centre's exam processes to read, understand and implement this policy

1. Exam Responsibilities

1.1 Head of Centre/Leadership and Management Team

- Overall responsibility for the college as an exam centre
- Is accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with the JCQ guidelines and awarding bodies' subject-specific instructions
- Map overall requirements for the year: timing, operation, facilities etc
- At the start of the academic year, begin coordinating with Head of Departments to schedule non examination assessments (it is advisable that non examination assessments be spread throughout the academic years of Key Stage 4.

1.2 Exams Officer

- Enter students for individual units, whether assessed by non-examination assessment internally or externally assessed, external exam or on-screen test, before the deadline for final entries.
- Enter students' cash-in codes for the terminal exam series.
- Where confidential materials are directly received by the Exams Officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- On the few occasions where non examination assessment cannot be conducted in the classroom, arrange suitable accommodation where non examination assessment can be carried out, at the direction of LMT
- Create, publish and update an internal appeals policy

1.3 Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to non examination assessment.
- 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.
- Inform the Exams Officer when a non-examination assessment will take place so a record can be kept using the Non examination assessment Record

1.4 Teachers

- Understand and comply with the general guidelines in the JCQ publication "Instructions for conducting non examination assessments".
- Understand and comply with the awarding body specification for conducting non examination assessments, including any subject specific instructions, teachers' notes or additional information or the awarding body's website.
- Supply to the Exams Officer details of all unit codes for non-examination assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessments 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.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Exams Officer 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 SENCO for any assistance required for the administration and management of access arrangements.

1.5 SENCO

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

2. Keeping Materials Secure

2.1 Assessment Tasks

Head of Departments are responsible for appropriate security arrangements for the assessment materials issued by the awarding body. These must be kept secure throughout the assessment process. These will normally be made available in one of the following ways:

- As electronic files to download from the awarding body's website
- On a password protected CD which will, in most cases be sent to the Exams Officer
- In a printed form

2.2 Candidates' Work for Assessment

Candidates' work for assessment must be stored securely by subject departments. Secured storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as classrooms being locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment, the need to allow work to dry overnight, or the size or delicacy of some items of work.

3. Task Setting

Non examination assessment tasks will take many different forms. Evidence of participation that may be appended to the candidate's final work may include printouts, copies of presentations, charts, photographs, letters, artefacts, videos, recordings or transcripts of interviews, CDs or DVDs. Where tasks are set by the awarding body, guidance will be provided to help teachers contextualise the task to best suit and help them to apply the marking criteria.

Head of Departments must ensure that all candidates know the assessment criteria which they are expected to meet. Specifications usually explain the criteria in detail, but candidates may require some further explanation by subject teachers to fully understand the nature of the skills which they are expected to demonstrate. Any explanation given by teaching staff must be general and not specific to a candidates work.

4. Task Taking

Supervision can be:

- Formal (high level of control)
- Informal (medium level of control)
- Limited (low level of control)

It is the responsibility of all teaching staff to understand what the above terms mean in respect to your subject specification.

Head of Departments must ensure that individual teachers understand their responsibilities with regard to non examination assessment and the level of supervision required. All assessments must be logged with the date and time of each assessment, candidates present and absent, and a log of any incidents which occur.

Subject teachers must also ensure that candidates confirm that work they submit for assessment is their own. Each student must sign a declaration before submitting their work for final assessment. In addition subject teachers must also confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that the work is solely that of the individual candidate concerned.

Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed non examination assessment. An alternative supervised session may be organised for such candidates.

5. Task Marking

Heads of Department must be responsible for internal standardisation of each specification.

They should also ensure that a Centre Declaration sheet is also signed to confirm internal standardisation has taken place.

It is subject teachers' responsibility to award marks for work in accordance with the marking criteria specified in the awarding body's specification.

6. Candidate Malpractice

The Exams Officer will inform candidates of the JCQ regulations concerning malpractice at the start of each exam series.

If irregularities in non-examination assessments are discovered prior to the candidate signing the declaration of authentication, this will be dealt with under the College's internal procedures.

If irregularities in non-examination assessments are discovered after the candidate has signed the declaration of authentication, the Exams Officer must submit full details of the case to the relevant awarding body at the earliest opportunity.

7. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

The College can request a post-results review of moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. Externally assessed non examination assessments will be treated as examination scripts for the purpose of enquiries about results.

All EARs to be requested through the Exams Officer who will then complete the necessary paperwork to the relevant awarding body.

8. Access Arrangements

All access arrangements will be made by the SENCO issuing the Exams Officer with all relevant confirmed approvals and paperwork.

Candidates must be made aware of the skills which they will be required to demonstrate in non examination assessments, if they choose a specification where they will not be able to demonstrate attainment in all parts of the assessment.

The College must ensure that in non-examination assessments marked by teachers, credit is given only for those skills demonstrated by the candidate working independently and that access arrangements do not undermine the integrity of the qualification.