

Non-Examination Assessment

2024 POLICY

C Continually strive
for excellence

A Act with integrity
and be respectful
at all times

R Responsive and
flexible to learner
and employer needs

E Encourage and
support high
aspirations

1. Introduction

This policy applies to all types of non-examination assessments. This policy complies with JCQ's 2022/2023 general regulations 5.7G - *have in place and be available for inspection purposes, a written policy regarding the management of GCE and GCSE non-examination assessments. (For CCEA GCSE centres this would be a written controlled assessments policy.)*

Purpose of the policy

This policy applies to all types of non-examination assessments. The purpose of the policy is –

- Manage potential risk associated with non-exam assessments. This could include coursework, projects or written answers.
- Clearly define staff roles and responsibilities when dealing with non-examination assessments.
- Ensure standards remain high and meet the expectations stated in the ICE guide and the General regulations handbook.

What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking.

How do awarding bodies monitor the management of non-examination assessments in centres?

The awarding bodies require each centre to have a non-examination assessment policy in place:

- to cover procedures for planning and managing non-examination assessments;
- to define staff roles and responsibilities for non-examination assessments;
- to manage risks associated with non-examination assessments.

2. Roles and responsibilities

Head of centre

(Rachel Timms – Rugby)

(Emma Barker – Leicester)

- Returns on-line Head of Centre declaration at the time 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 that 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 leaders

(Daniel Rombach - across all sites)

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Academy Leads

(6 English leads / 6 maths leads – Based across different sites)

- Confirms with subject heads 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
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- 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.

Subject Educators

(staff based across different sites)

- 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.
- 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.
- 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.

3. Risk Management

| <u>Potential Risk</u> | <u>Forward planning</u> | <u>Action</u> | <u>Staff responsible</u> |
|---|--|---|---------------------------------|
| Non-examination assessment schedule clashes with other activities | Plan non-examination assessments so they are spaced over the duration of the course | Plan dates in consultation with school calendar – negotiate with other parties | Academy leads |
| 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 | Academy leads |
| IT system unavailable on day of assessment | IT system unavailable on day of assessment | Book IT equipment well ahead and download tasks before scheduled date of assessment | Academy leads |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | Discuss any potential issues of absence with learner at start of year. | Educator / Academy lead |
| Teaching staff do not understand that the supervision of | Ensure teaching staff fully understand the nature of non-examination | Training to be conducted at the start of August for new and existing staff | Math and English lead |

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| non-examination assessments is their responsibility | assessments and their role in supervising assessments | | |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | Academy lead |
| 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 | Educator / Academy lead |

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