



Ribston Hall High School

Non-Examination Assessment Policy

Date of Policy:	October 2023
Person(s) responsible:	Headteacher and Examinations Officer
Date of next review:	October 2024

Introduction

This policy aims to:

- 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.

Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the [JCQ's guidance on post-results services](#) and [general regulations for approved centres](#).

Definition

"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers."

This policy covers all types of non-examination assessment, including the practical skills endorsement for A Level science and the spoken language endorsement for GCSE English Language.

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

Roles and Responsibilities

The Head Teacher

- Ensures the centre's non-examination assessment policy is fit for purpose.
- Ensures that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Ensures that [JCQ's information for candidates](#) is distributed to all candidates prior to assessments taking place;
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking, and that details of this procedure are communicated and made widely available and accessible.
- Draws to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.

Senior Leadership Team

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions.
- Ensure the school calendar records assessment schedules by the start of the academic year.
- Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visits for A Level Sciences practical skills and GCSE Computer Science.

Curriculum Leads

- Familiarise themselves with JCQ instructions for conducting non-examination assessment.
- Understand and comply with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensure that individual teachers understand their responsibilities regarding non-examination assessment.
- Ensure that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensure that such materials are always stored securely.
- Undertake appropriate departmental standardisation of non-examination assessments.

Subject teachers

- Understands and complies with the general instructions as detailed in [NEA](#);
- Where these may also be provided by the awarding body, understands, and complies 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.
- Marks internally assessed work to the criteria provided by the awarding body.
- Ensures the examination officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.

Examination officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

Special Educational Needs Co-Ordinator (SENCo)

The SENCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.

Task Setting

Curriculum Leads and Subject teachers:

- Select tasks to be undertaken where several comparable tasks are provided by the awarding body or design tasks where this is permitted by criteria set out within the subject specification.
- Make candidates aware of the criteria used to assess their work.
- Determine when set tasks are issued by the awarding body.
- Identify dates when tasks should be taken by candidates.
- Access set tasks in sufficient time to allow planning, resourcing, and teaching and ensures that materials are always stored securely.
- Ensure the correct task is issued to candidates.

Task Taking

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

Where appropriate to the component being assessed, the following arrangements apply, unless the awarding body's specification says otherwise.

Supervision

Invigilators are not required:

- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'Warning to candidates.
- Candidates do not need to always be directly supervised.
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body.

Teachers will ensure that:

- There is sufficient supervision of every candidate to enable work to be authenticated.
- The work that an individual candidate submits for assessment is their own.
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.

The teacher will also:

- Ensure that candidates understand the need to reference work.
- Give guidance on how to do this, and
- Ensure that candidates are aware that they must not plagiarise other material.

Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (Such as outlines, paragraph headings or section headings).

Unless specifically prohibited by the awarding body's specification, teachers may:

- Review candidates' work and provide oral and written advice at a general level.
- Having provided advice at a general level, allow candidates to revise and redraft work.
- Any assistance that goes beyond general advice will be recorded and either considered when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

Resources

- Teachers will be aware of the awarding body's restrictions regarding access to resources.
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Group work:

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up their own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
- The work is solely that of the candidate concerned.
- The work was completed under the required conditions.
- Signed candidate declarations are kept 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.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

Task marking

Internally assessed work:

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded. Internal standardization of marks across assessors will take place.

The Head Teacher will make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g., Son/daughter).

Where this cannot be avoided, the Head Teacher will ensure the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether it is part of the moderation sample.

We will inform candidates of internally assessed marks as candidates can request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Externally assessed work:

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

Special consideration and loss of work

The teacher will liaise with the examination officer when special consideration may need to be applied for a candidate taking assessments.

The teacher will liaise with the examination officer to report loss of work to the awarding body.

Malpractice

The head teacher and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the [JCQ guidance on sharing assessment material and candidates' work](#)

Teachers will be vigilant in relation to candidate malpractice and will ensure candidates understand what constitutes malpractice in non-examination assessments. Candidates must not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium, including social media.
- Allow other candidates to have access to their own independently sourced material.
- Assist other candidates to produce work.
- Use books, the internet or other sources without acknowledgement or attribution.
- Submit work that has been word processed by a third party without acknowledgement.

- Include inappropriate, offensive, or obscene material.
- Failure to report allegations of malpractice or suspected malpractice constitutes malpractice. Malpractice will be reported to senior leaders or directly to the awarding body.

Post-results services

We will make candidates aware of the arrangements for post-results services before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed, and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking and inform candidates that their marks/grades may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderation. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

Monitoring

This policy will be reviewed by Mrs. G. Feasey at the beginning of each academic year. At every review, the policy will be shared with the Head Teacher and then be approved by the governing board.

Links with other policies

This policy should be read in conjunction with:

- The Examination Contingency Plan
- Post Results Services