



WCHS

# **Non-examination Assessment Policy**

**(in accordance with JCQ  
regulations/guidance) 2020**

<b>Dated</b>	<b>January 2021</b>
<b>Review Date</b>	<b>January 2022</b>
<b>Prepared By</b>	<b>AWA/CL</b>

To be reviewed annually by the Senior Leadership Team and Examinations Officer

## **Contents**

1. What does the policy affect?
2. What is a Non-Examination Assessments (NEA)?
3. Roles & Responsibilities
4. Task Setting
5. Task Taking
6. Task Marking – externally assessed components
7. Task Marking – internally assessed components
8. Access Arrangements and Special Consideration
9. Malpractice
10. Enquiries about results
11. Spoken Language Endorsement for GCSE English Language specifications designed for use in England

### 1) What does this policy affect?

This policy affects the delivery of all reformed GCSE qualifications that have one or more **non-examination**

component in their subject specification, which contribute/s to the main qualification grade.

### 2) Definition

“A Non-examination assessment (NEA) measures subject-specific knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

- Task setting
- Task taking
- Task marking”

### 3) Staff Roles and Responsibilities

#### Head of Centre:

- To be familiar with the instructions for conducting non-examination assessment as set out by the Joint Council for Qualifications (JCQ).
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

#### Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Heads of Department, to submit non-examination assessment marks to the relevant awarding body, dispatch candidates' assessments for moderation and to make the appropriate arrangements for the security of the non-examination assessment materials.

#### Head of Subject:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To 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.
- To undertake appropriate departmental standardisation of non-examination assessments
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body, dispatch candidates' assessments for moderation and to make the appropriate arrangements for the security of the non-examination assessment materials.

#### SENCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

## Subject Teachers

- Supervise assessments, undertaking the tasks required under the regulations
- Only assist students as per specification rules.
- Ensure that authentication forms are signed by students and supervising teacher(s) on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Submit marks, via the Head of Subject and through the exams office, to the awarding body when required, keeping a record of the marks awarded.
- Take part in appropriate departmental standardisation of Controlled Assessments
- 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.
- Discuss any assistance required for the administration and management of access arrangements with the SENCO and the Examinations Officer.

### 4) Task

#### Setting Subject teacher

- Selects tasks from the list provided by the awarding body or designs tasks (where this is permitted) using the criteria set out in the subject specification
- Must ensure that students understand the assessment criteria for any given assessment task.

### Task Issuing

#### Subject teacher

- Must consult the relevant awarding body's specification to determine when set tasks are to be issued
- Identifies the date(s) when tasks should be taken by students
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Must ensure that the correct task is issued.

### 5) Task Taking

In accordance with JCQ regulations, invigilators and JCQ *No Mobile Phone & Warning to Candidates* posters are not required.

### Supervision

#### Subject teachers

- Students **do not** need to be directly supervised at all times but there **must** be sufficient supervision of every candidate to enable their work to be authenticated and to ensure that the work they submit is their own.
- Must check the subject requirements issued by the awarding body and be aware that there may be different levels of control for the use of resources, including the internet.
- Where students work in groups, a record must be kept of each student's work.
- Need to make the students aware of, and ensure that they comply to, the regulations for non-examination assessments as set out by JCQ:  
<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>
- Must ensure that students are aware that their work needs to be correctly referenced
- Must provide guidance on the setting out references and remind students that plagiarism is unacceptable.

## **Advice and Feedback**

### **Subject teacher**

- Before students begin working on a task, subject teachers may advise them on aspects relevant to the subject/component such as; sources of information, relevance of materials/concepts, techniques of data collection and presentation, health and safety and potential ethical considerations before candidates begin working on a task.
- May provide general feedback to students and allow them to revise and re-draft work (unless prohibited by the subject specification).
- **Must not** provide model answers or writing frames specific to the task nor assess the work, allowing the student to then revise it.
- **Must** keep a record any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner.
- **Must not** provide any type of assistance which is explicitly prohibited in the subject specification
- **No** assistance may be given unless it can be recorded and be reflected in the marking (failure to follow this procedure constitutes malpractice).

## **Resources**

### **Subject teacher**

- Must refer to the awarding body's specification and/or associated documentation to determine which resources can and cannot be accessed by students when planning and researching their tasks.
- Must ensure that conditions for any formally supervised sessions are known and put in place and that they are understood and followed by the students.
- Must make students aware that they are not allowed to introduce improved notes and/or new resources between formally supervised sessions.
- Must ensure that candidates keep a detailed record of their own research, planning and resources.

## **Word and time**

### **limits Subject teacher**

- Must refer to the awarding body's specification to determine where word and time limits apply/are mandatory.
- Need to discourage students from exceeding the word limits set.

## **Collaboration and group**

### **work Subject teacher**

- May allow students to collaborate when carrying out research and preparatory work unless stated otherwise in the awarding body's specification.
- Must ensure that it is possible to attribute assessable outcomes to individual candidates.
- Must ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment, describing in their own words how they obtained the data and they must draw up their own conclusions.
- Must assess the work of each student **individually**.

## Authentication procedures

### Subject teacher

- Must be sufficiently familiar with the candidate's general standard of work in order to judge whether the piece of work submitted is within his/her capabilities.
- Where required by the specification, the subject teacher must:
  - Ensure that all students sign a declaration confirming the work they submit for final assessment is their own work.
  - Sign the teacher declaration of authentication confirming the requirements have been met.
  - Must keep all signed student declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
  - Must provide signed student declarations where these may be requested by a JCQ Centre Inspector.
  - Must follow the authentication procedures and malpractice information in the [NEA](#) and informs the exams officer where there is doubt about the authenticity of the work of a student or if malpractice is suspected.

## Presentation of work

### Subject teacher

- Must instruct students to present work as detailed in [NEA](#) unless the awarding body's specification provides different, subject-specific instructions.
- Must instruct students to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.
- Must obtain informed consent at the **beginning** of the course from parents/carers/guardians if videos and/or photographs of students will be included as evidence of participation or contribution.

## Keeping materials secure

### Subject teacher

- Must be aware of the levels of control of the specification with regards to the use of resources, including the internet.
- Ensures that work produced over a period of time is securely stored between sessions (if more than one session).
- Must securely store work once submitted by student for final assessment:
  - Hard copies in a securely locked cabinet or cupboard
  - Artefacts in a classroom, studio or workshop that is locked or supervised
  - Digital content to be saved in an area with restricted access, with the appropriate security in place (firewall and virus scanning software)
- Must take sensible precautions when work is taken home for marking.
- Must store internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre.
- Must remind students to keep their work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- Must liaise with the IT Manager to ensure that the appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

- Must ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

**6) Task marking – externally assessed components**  
**Conduct of externally assessed work**

**Head of Subject / DOL**

- Must liaise with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Must liaise with the Visiting Examiner to any externally assessed component (where applicable).

**Exams Officer**

- Arranges timetabling, invigilation and rooming (where applicable) to any externally assessed non-examination component of a specification.
- Ensures that the externally assessed component is conducted within the window specified by the awarding body.
- Ensures that the externally assessed component is conducted according to the JCQ publication *Instructions for conducting examinations*.

**SEN Administrator**

- Arranges invigilation for students with access arrangements.

**Submission of work**  
**Head of Subject**

- Must provide the attendance register to a Visiting Examiner.
- Packages the work as required by the awarding body and attaches the examiner address label (obtained from the Exams Officer) before giving the work to the Exams Officer for despatch.

**Exams officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Ensures that the completed attendance register accompanies work that needs to be despatched to an awarding body's examiner.
- Retains a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Despatches the work provided by the Head of Subject to the relevant awarding body by the required deadline.

## **7) Task marking – internally assessed components**

- In 2021 staff awarding CAGs should use both complete and non-complete assessment evidence as defined by Ofqual February 2021.
- In 2021 staff awarding CAGs should ensure full documentation is kept which demonstrates the internal / external (and D14 where applicable) standardisation has taken place.
- Staff awarding CAGs should inform AWA and CL of their subjects qualifying assessments by the given deadline.
- AWA and CL must cross check exam entries completed on line to ensure accuracy.

### **Marking and annotation**

#### **Subject teacher**

- Marks students' work in accordance with the marking criteria provided by the awarding body.
- Annotates students' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs students of their marks and reminds them that they could be subject to change by the awarding body moderation process.
- Ensures that student are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body. –see WCHS appeals policy

### **Internal standardisation**

#### **Head of Centre**

- Ensures that the internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

#### **Head of Subject**

- Oversees the internal standardisation process

#### **Subject teacher**

- Must indicate on the students' work (or cover sheet) the date of marking.
- Must mark to common standards.

### **Submission of marks and work for moderation**

#### **Subject teacher**

- Must input and submit marks online via the awarding body secure extranet site, keeping a record of the marks awarded and informing the Exams Officer once done.

#### **Head of Subject**

- Must ensure that checks are made before marks are submitted to avoid transcription errors.
- Provides the Exams Officer with the samples of students' work requested by the awarding body moderator before the deadline.
- Ensures the moderator is provided with authentication of students' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

**Exams officer**

- Must submit the requested samples of students' work to the moderator by the awarding body deadline, keeping a record of the work submitted.
- Must confirm with subject teacher that the moderation sample has been submitted to the awarding body deadline, ensuring that:

- all postal moderation coursework is dispatched in the packaging provided by the awarding body
- the correct moderator label(s) provided by the awarding body are affixed to the packaging proof of dispatch is obtained and kept on file until the successful issue of final results.
- (Through the subject teacher) must ensure that 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.

## **Storage and retention of work after submission of marks**

### **Subject teacher**

- Must keep a record of names and candidate numbers for students whose work was included in the moderation sample.
- Must retain all marked work (including any samples returned after moderation) under secure conditions and until after the deadline for enquiries about results.
- Must take steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Must retain evidence of work even when retention may be a problem (e.g. photos of artefacts).

### **Head of Subject**

- Must ensure that a record is kept of names and candidate numbers for students whose work was included in the moderation sample.
- Must ensure that all marked work (including any samples returned after moderation) is retained under secure conditions and until after the deadline for enquiries about results.
- Must ensure that steps are taken to protect any work stored electronically from corruption and has a back-up procedure in place.
- Must ensure that evidence of work is retained even when retention may be a problem (e.g. photos of artefacts).

### **Exams officer**

- Must ensure that any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention.

### **External moderation - feedback Head of Subject**

- Must check the moderator reports and ensure that any remedial action, if necessary, is undertaken before the next examination series.

### **Exams officer**

- (Once available) downloads and distributes the moderator reports to relevant members of staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

## 8) Access arrangements & Special Consideration

### Subject teacher

- Works with the SENCO to ensure that any access arrangements for eligible students are applied to assessments. – see WCHS Disability / AA policy
- Understands that a student may be eligible for special consideration in assessments in certain situations where:
  - the student is absent
  - the student produces a reduced quantity of work
  - the student's work has been lost through no fault of the student
- Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments.

### Special Educational Needs Coordinator (SENCO)

- Must follow the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, must ensure that access arrangements are in place and awarding body approval (where required) has been obtained prior to assessments taking place.
- Must make the subject teachers aware of any access arrangements for eligible students which need to be applied to assessments.
- Must work with the subject teachers to ensure requirements for access arrangement students requiring the support of a facilitator in assessments are met.
- Must ensure that staff acting as an access arrangement facilitator are fully trained in their role(s).

### Exams officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale.
- Must keep required evidence on file to support the application.

## 9) Malpractice Head of Centre

- Must understand the responsibility to report to the relevant awarding body any suspected cases of malpractice involving students, teachers, invigilators or other administrative staff.
- Must be familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)

### Subject teacher

- Must be aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Must ensure that students understand the JCQ document [Information for candidates - non-examination assessments](#)

Must ensure that students understand the JCQ document [Information for candidates - Social Media](#)

#### **Exams officer**

- Makes the Head of Centre aware of the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) and highlights any changes to the previous publication.
- Makes the Heads of Subject the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Makes students aware of the relevant JCQ Information for Candidates documents.
- Supports the Head of Centre in investigating and reporting incidents of suspected malpractice (where required).

#### **10) Enquiries about results Head of Centre**

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by students (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

#### **Heads of Subject**

- Provide relevant support to subject teachers making decisions about enquiries about results.

#### **Subject teacher & Senior Leadership Team**

- Provide advice and guidance to students on their results and the post-results services available.
- Supports the exams officer in collecting candidate consent where required.

#### **Exams officer**

- Must be aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services. Information and guidance for centres](#)
- Must provide relevant centre staff and students to post-results services information.
- Must ensure that any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site by the deadline.
- Must collect signed student consent forms where required
- Must check the awarding body extranet sites regularly to ensure that students are advised of their post- results queries as soon as they are made available.

#### **11) Spoken Language Endorsement for GCSE English Language specifications designed for use in England Head of Centre**

- Must provide a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement.

### **Heads of Subject**

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England (Appendix 2 of [NEA](#))*.
- Must ensure that the required task setting and task taking instructions are followed by subject teachers.
- Must ensure that subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- Must ensure, for monitoring purposes, that audio-visual recordings of the presentations of a sample of candidates are provided.

### **Subject teacher**

- Ensures that all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses students, either live or from recordings, using the common assessment criteria.
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

### **Exams officer**

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.