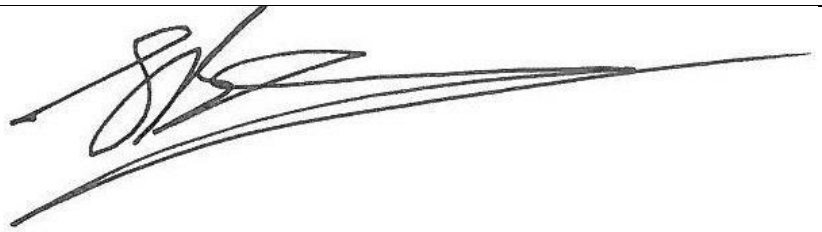
Name of Policy	Non-Examinations Assessments
School Lead	Jon Stevenson
Governor Lead	Full Governing Body
Date of last Review	October 2023
Date of Approval	October 2023
Date of next Review	October 20234
Links to other policies	Examination Policy
Head teacher sign off signature and date	 October 2023

1. Key staff involved in the complaints and appeals procedure

Role	Name(s)
Head of centre	Steve Barnes
Exams officer	Liz Hallissey
SLT members	Jon Stevenson, Helen Garrett
SENCo	Elena Wilson
Chair of Governors	Barbara Temple

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2. Non-Examination Assessment (NEA) Policy

This policy, as defined by JCQ, is 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

"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

3. Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Senior leaders (SLT)

- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject specific instructions
- Ensure the Centre's internal Complaints and Appeals policy clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

Subject Leader (SL) / Quality Assurance Lead (QA)

- Ensures subject teachers understand their role and responsibilities within the NEA process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Ensures appropriate procedures are followed to internally standardise/verify the marks awarded 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.
- Ensures appropriate centre-devised templates provided to capture/record relevant information are received and understood by candidates
- Ensures appropriate centre-devised templates provided to capture/record relevant information are given to candidates by subject teachers

Subject Teacher

- Understands and complies with the general instructions as detailed for the 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 exams officer is provided with relevant entry codes for the internal deadline for entries

Exams officer

- Emails NEA regulations to Subject Leaders
- Issues reminders regarding any appropriate deadlines
- Provides advice on the submission of marks to the exam boards.

4. Task Setting

Subject teacher

- Selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

5. Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies dates when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

6. Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensures candidates understand and comply with the regulations in relevant JCQ documents

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates

- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures

Subject teacher

Where required by the awarding body's specification:

- Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- Signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate 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
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the Exams Officer

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Ensures secure storage instructions are followed as defined in NEA instructions para 4.8
- Takes sensible precautions when work is taken home for marking
- Stores 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
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Provider (LCS) to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Provider (LCS)

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

7. Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication Instructions for Conducting Examinations

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

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
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

8. Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' 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 candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of their marks so that they may request a review of the Centre's marking before marks are submitted to the awarding body and allow time for the review to be carried out before the awarding body's deadline.
- Ensures a review is carried out by an assessor who has appropriate competence, has had no previous involvement and no personal interest in the review.
- Informs the candidate of the outcome of the review, in writing.

Internal standardisation

Subject Leader (SL) / Quality assurance (QA) lead

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

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline
- Ensures mark input is checked before submission to avoid transcription errors

- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted, or provides the moderation sample to the exams officer to the internal deadline
- 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

Exams officer

- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted or confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
    - work is dispatched in packaging provided by the awarding body
    - 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, 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

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect from corruption any work stored electronically and has a backup procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - feedback

Subject Leader

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

- Distributes moderator reports to SL and SLT
- Takes remedial action, if necessary, where feedback may relate to Centre administration

9. Access arrangements

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special Educational Needs Coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Special Consideration
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Exams officer

- Ensures access arrangements have been applied for
- Makes subject teachers aware of any access arrangements for eligible candidates by displaying in Access Arrangement folder in the Whole School Information > SEND site on Sharepoint/Teams

10. Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
    - is absent
    - produces a reduced quantity of work
    - has had work lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams officer

- Refers to/directs relevant staff to the JCQ publication Access Arrangements and Special Consideration
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site within the prescribed timescales
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body within the prescribed timescales
- Keeps required evidence on file to support the application

11. Malpractice

Head of Centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures

Subject teacher

- Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
- Ensures candidates understand of the JCQ document Information for candidates - non-examination assessments
- Ensures candidates understand the JCQ document Information - Social Media

Exams officer

- Sends the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to SLT
- Sends the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to SLT
- Sends candidates the relevant JCQ information for candidates documents on the website
- Where required, supports the SLT in investigating and reporting incidents of suspected malpractice

12. Enquiries about results

Head of Centre

- Ensures the Centre's internal appeals procedures clearly detail the procedure to be followed by candidates (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

Subject Leader

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is 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
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

13. Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of Centre

- Provides 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

Subject Leader

- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England
- 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

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, 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 (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings