



Unity Schools Trust

'Excellence through collaboration'

Bishop David Brown School Non- Examination Assessment Policy

Policy Reviewed:	June 2018
Next Review:	March 2021
Approved by Local Governing Body	March 2018

Aims

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.

This policy also complies with our funding agreement and articles of association.

Definition

The JCQ explains that 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. The rules often vary across subjects. The stages are task setting, task taking and task marking.

Roles and Responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

Head of Centre

In our school, the head of centre is Mr James Rodgers, Head of School.

The head of centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal

assessment decision, and that details of this procedure are communicated and made widely available and accessible

- Drawing 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 Leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

Head of Department

Heads of department are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring 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
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally assessed work to the criteria provided by the awarding body

Exams Manager

The Exams Manager is responsible for:

- 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

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of department will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

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

Task Taking

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 be directly supervised at all times
- 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 his/her 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
- 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 taken into account 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 with regard to 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 his/her 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 his/her 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

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.

We will inform candidates of internally assessed marks as candidates are allowed to 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.

Malpractice

The head of centre 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. 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 in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Enquiries About Results

We will make candidates aware of the arrangements for enquiries about results 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 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 moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

APPENDIX 1 Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding Body set task: IT failure/corruption of task details where set task details accessed from the Awarding Body online	Awarding Body key date for accessing/downloading set task noted prior to start of course Alternative IT system used to gain access Awarding Body contacted to request direct email of task details	HOD Network Manager Exams Officer (EO)
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access Awarding Body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the Awarding Body's specification Samples assessment criteria in the centre set task	HOD
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the Awarding Body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates	Teachers
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding Body guidance sought where this issue remains unresolved	HOD EO
Awarding Body set task not issued to candidates on time	Awarding Body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	HOD Teachers

The wrong task is given to candidates	Ensure course planning and information taken from the Awarding Body's specification confirms the correct task will be issued to candidates Awarding Body guidance sought where this issue remains unresolved	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	HOD
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	HOD
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the Awarding Body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	HOD
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Head of Centre (HoC) HOD EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication <i>A guide to the special consideration process (chapter 2)</i> , to determine the process to be followed to apply for special consideration for the candidate	EO
Advice and feedback		

<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</p>	<p>Assistant Head of School (AHoS) HOD</p>
<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</p>	<p>AHoS HOD</p>
<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the Awarding Body</p>	<p>HoC HOD EO</p>
<p>Candidate does not reference information from published source</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</p>	<p>Teachers</p>

Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	Teachers
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	HOD
Candidate moves to another centre during the course	Awarding Body guidance is sought to determine what can be done depending on the stage at which the move takes place	HOD EO
An excluded pupil wants to complete his/her non-examination assessment(s)	The Awarding Body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate	HOD EO
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	HOD Teachers Network Manager
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding Body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, Awarding Body guidance is sought and/or a mark of zero is submitted to the Awarding Body for the candidate	HOD Teachers
Word and time limits		

A candidate is penalised by the Awarding Body for exceeding word or time limits	Records confirm the Awarding Body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	HOD Teachers
Collaboration and group work		
Candidates have worked in groups where the Awarding Body specification states this is not permitted	Records confirm the Awarding Body specification has been checked to determine if group work is permitted Awarding Body guidance sought where this issue remains unresolved	HOD Teachers
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the Awarding Body	HOD Teachers
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	HOD Teachers

Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	HOD
Presentation of work		
Candidate does not fully complete the Awarding Body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	HOD Teachers
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage	HOD
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	HOD
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding Body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the Awarding Body where appropriate	HOD EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	HOD Teachers
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the Awarding Body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the Awarding Body	HOD Teachers

A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work	HOD Teachers EO
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	HOD Teachers EO
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed	HoC HOD Teachers EO
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the Awarding Body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not	HOD Teachers
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding Body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	HOD EO
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding Body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	HOD EO

<p>A candidate wishes to appeal the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the Awarding Body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the Awarding Body's moderation process Candidates are informed of their marks at least one week prior to the internal deadline set by the Examinations Officer for the submission of marks Through published letters, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the Awarding Body</p>	<p>HOD Teachers</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, Awarding Body guidance sought to determine if the work can be accepted late for marking providing the Awarding Body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the Awarding Body for the candidate</p>	<p>HOD EO</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year Reminders are issued through SLT/HODs as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</p>	<p>SLT HOD EO</p>