

# Non Examination Assessment Policy

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# Non Examination Assessment Policy

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## 1. Aims

South Hunsley School's Controlled Assessment Policy sets out the school's formal commitment to ensuring all actions carried out in relation to any area of Non-Examination Assessment (NEA), controlled or school based assessment are in line with JCQ requirements. This covers all GCSE and A Level courses, all vocational courses including Cambridge, BTEC and BCS ECDL courses and any other relevant assessments.

The policy is in place to maintain consistency of practice, accuracy and fairness across all subjects and all school staff, and to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications. Depending on subject and specification, Non-Examination assessment might be:

- High control – the exam board sets the task to be completed and the school chooses one of these tasks
- Medium control – the subject may choose from a selection of assignments produced by the exam board or design its own
- Limited control – the school designs its own assignments against set criteria.

## 2. Introduction

JCQ documents relating to NEA can be found at <https://www.jcq.org.uk/exams-office/non-examination-assessments>. This includes further information on the nature of Non-Examination Assessment, further information on staff responsibilities and risk management, guidance on subject-specific issues and the requirement to ensure all students are informed of NEA marks prior to submission.

Reference should also be made to the JCQ documentation on AI (Artificial Intelligence) Use in Assessments which can be found at: <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

## 3. Organisation - Roles and Responsibilities

### Senior leadership team

- Are accountable for the safe and secure conduct of controlled assessments. The team will ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Will, at the start of the academic year, begin coordinating with heads of department/subject to schedule NEA. (It is preferred that NEA are spread throughout the academic years of Key Stage 4 and Key Stage 5.)
- Will map overall resource management requirements for the academic year. As part of this, the senior leadership team will resolve:
  - clashes/problems over the timing or operation of NEA;
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for NEA.

## Subject Leaders

- In agreement with the leadership team and/or colleagues from other schools in The Education Alliance, will decide on the awarding body and specification for a particular qualification.
- Will internally standardise the marking of all teachers involved in making school-based assessments.
- Ensure that individual teachers fully understand their responsibilities with regard to NEA, including malpractice, plagiarism and monitoring for prohibited use of AI as outlined in the Exams Policy.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions, including any requirements for referencing.
- Where appropriate, will develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- Supply to the exams office details of all unit codes for NEA.
- Ensure a deadline is set for the completion of all tasks and communicate this clearly to all students.
- Ensure that before final grades are submitted to awarding bodies for any school based assessment, students have been informed of the final mark awarded for their work, and have been made aware of, and had the chance to make an internal appeal against the marking of their work. Any appeals must then be resolved, with the findings reported to the Head of School (See Appendix 1).

## Teaching staff

- 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 NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website. Particular attention must be paid to any specific requirements for referencing, malpractice, plagiarism and monitoring for prohibited use of AI as outlined in the Exams Policy.
- 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.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- 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.

- Ask the SENCo for any assistance required for the administration and management of access arrangements.

### **Exams Officer**

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where NEA cannot be conducted in the classroom, arrange suitable accommodation where they can be carried out at the direction of the senior leadership team.

### **Special educational needs coordinator/additional learning support**

- Working with the Exams Officer, ensure access arrangements have been applied for, and share details on these with all relevant staff.
- Work with teaching staff to ensure requirements for support staff are met.

## **Reviews of marking - centre assessed marks (see also Internal Appeals Policy (including EARS)) (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments, Applied General assessments)**

South Hunsley School and Sixth Form College is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. South Hunsley School and Sixth Form College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. South Hunsley School and Sixth Form College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. South Hunsley School and Sixth Form College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. South Hunsley School and Sixth Form College will, having received a request for copies of materials, promptly make them available to the candidate.
4. South Hunsley School and Sixth Form College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing, and should be sent directly to the Subject Leader for the subject concerned.
6. South Hunsley School and Sixth Form College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. South Hunsley School and Sixth Form College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. South Hunsley School and Sixth Form College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of South Hunsley School and Sixth Form College and is not covered by this procedure.