

Ysgol Pentrehafod

Pentrehafod School



Non-Examination Assessment Policy

Polisi Aseu Heb Arholiad

Date of Review May 2021

Dyddiad yr Adolygiad Mai 2021

Date of Next Review May 2022

Dyddiad yr Adolygiad Nesaf Mai 2022

Reviewed by:

Headteacher, Examinations Officer, Senior Leadership Team & Governors

May 2021



Outlining Staff Responsibility – GCSE Non-Examination Assessment

Headteacher

- Ensures that this policy is fit for purpose.
- Ensures the Centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.

Senior Leadership Team (SLT)

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with Joint Council for Qualifications (JCQ) guidelines and Awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with AoLE Leaders to schedule non-examination assessments. (It is advisable that non-examination assessments be spread throughout the academic years of Key Stage 4.).
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/ problems over the timing or operation of non-examination assessments.
 - 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 Non-Examination Assessments.



- Ensure any allegations of malpractice are dealt with in accordance with JCQ Suspected Malpractice in Examinations and Assessments.

AoLE Leaders

- Ensure that at least 40 per cent of overall assessment (non-examination and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the Awarding Body specification. (GCSE Welsh 2nd Language requires at least 75% as the terminal rule).
- Supply to the Examinations Officer details of all unit codes for non-examination assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to non-examinations assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification and are familiar with the relevant teachers' notes, and any other subject-specific instructions.
- 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.
- Where appropriate, develop new assessment tasks or contextualise sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.
- Ensure the sample requested by the Awarding Body is processed correctly and posted requesting 'proof of posting' or uploaded onto the secure site as requested.



Teaching Staff

Understand and comply with the general guidelines contained in the current JCQ publication Instructions for conducting non-exam assessments.

- Understand and comply with the Awarding Body specification for conducting non-exam assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- 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 students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment as required.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the Awarding Bodies secure website when required, 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 appropriate Additional Learning Needs Coordinator (ALNCo) for any assistance required for the administration and management of access arrangements.



Examinations Officer

- Enter students for individual units, whether assessed by non-examination assessment, external examination or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- 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.
- Ensure access arrangements have been applied for, approved and students notified of their individual entitlements in coordination with the ALNCo/ Ethnic Minority Assessment Unity (EMAU) Specialist Teacher.
- Work with teaching staff and learning support staff to ensure requirements for access arrangements are met and appropriate (e.g. a reader is not permissible if reading is being assessed).
- Ensure teaching staff have secondary accounts for the Awarding Bodies secure website and access to input assessment mark.
- On the few occasions where non-examinations assessment cannot be conducted in the classroom, assist staff with arrangement of suitable accommodation where non-examination assessment can be carried out, at the direction of the Senior Leadership Team.

Additional learning needs coordinator (ALNCo)

- Ensure students have been assessed for access arrangements and that these have been applied for.
- In conjunction with the Examinations Officer ensure that staff are informed of candidates with access arrangements at the start of the course, allowing arrangements to be made in class and in non-examination assessments.



IT Technician

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



| Example Risks and Issues | Possible Remedial Action | | Staff (use 'RACI' to determine who should be listed) |
|---|--|--|--|
| | Forward Planning | Action | |
| Timetabling | | | |
| Assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar – negotiate with other parties | LJC/SD/TE/AoLE Leads |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course | Space assessments to at least allow candidates sometime between assessments | LJC/SD/AoLE Leads |
| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-exam assessment | Use more than one classroom or multiple sittings where necessary | LJC/SD/AB/AoLE Leads |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms/Centre facilities | | LJC/SD/AB/AoLE Leads |
| Pentrehafod Alternative Curriculum Education (PACE) and Specialist Teaching Facility (STF) students | Ensure STF and PACE have sufficient accommodation to conduct Non-Examination Assessments (NEA's) | | LJC/SD/AB/KLM/FD/AoLE Leads |



| Example Risks and Issues | Possible Remedial Action | | Staff (use 'RACI' to determine who should be listed) |
|---|---|--|--|
| | Forward Planning | Action | |
| Downloading awarding body set tasks | | | |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | Book IT equipment well ahead and download tasks before scheduled date of assessment | SD/MM/LJC/AoLE Leads |
| Teaching staff/assessors unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time | SD/MM/LJC/AoLE Leads |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | SD/LJC/ AoLE Leads |
| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | AoLE Leads /SD/LJC |
| Candidates have a scheduling clash for exams or assessment (possibly off-site on consortium teaching) | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes* | AoLE Leads /SD/LJC |

* Please note: retakes of non-exam assessment are limited



| Example Risks and Issues | Possible Remedial Action | | Staff (use 'RACI' to determine who should be listed) |
|---|---|--|--|
| | Forward Planning | Action | |
| Control levels for task taking | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision & collaboration). | Ensure teaching staff/assessors know what level is applicable & understand what is involved. Provide training if required | Seek guidance from the Awarding Body. | AoLE Leads /SD/LJC |
| Supervision | | | |
| Student study diary / plan not provided or completed*. | Ensure teaching staff/assessors are aware of the need for study diary / plans to be completed early in course. | Ensure candidates start, continue and complete study diary/plans that are signed after every session. | AoLE Leads |
| Teaching staff/assessors do not understand supervision of non-exam assessment is their responsibility. | Ensure teaching staff/assessors understand nature of non-exam assessments and their role in supervision. | Ensure staff are aware and have access to the JCQ current 'Instructions for conducting non-examination assessments | AoLE Leads /SD/LJC |
| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising. | A suitable supervisor must be arranged for any non-exam assessment where a teacher/assessor is not supervising, in line with the Awarding Body specification. | Ensure adequate number of internal staff are suitably trained as Invigilators / Access Arrangement Facilitator in addition to external staff so that they can be called upon at last minute. | AoLE Leads /SD/LJC/RW |

* Not all non-exam assessment, will require the completion of a study diary or study plans.



| Example Risks and Issues | Possible Remedial Action | | Staff (use 'RACI' to determine who should be listed) |
|--|---|--|--|
| | Forward Planning | Action | |
| Task setting | | | |
| Teaching staff/assessors fail to correctly set tasks | Ensure teaching staff/assessors understand the task setting arrangements as defined in the Awarding Body specification* | Seek guidance from the Awarding Body. | AoLE Leads /SD/LJC |
| Assessments have not been moderated as required in the Awarding Body specification | Check specification and plan required moderation appropriately. | Seek guidance from the Awarding Body. | AoLE Leads /LJC/SD |
| Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security. | Request / obtain different assessment tasks. | AoLE Leads /LJC/SD |
| Candidates' work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary. | Take materials to secure storage | SD/LJC/AB |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course. | Find alternative spaces | SD/LJC/AB |

* All tasks, whether set by the Awarding Body or the Centre/consortium, must be developed in line with the requirements of the specification.



| Example Risks and Issues | Possible Remedial Action | | Staff (use 'RACI' to determine who should be listed) |
|--|---|---|--|
| | Forward Planning | Action | |
| Deadlines | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines/penalties for not meeting them | Mark what candidates have produced by deadline and seek guidance from Awarding Body on further action | AoLE Leads /SD/LJC |
| Deadlines for marking and/or paperwork not met by teaching staff/ assessors | Ensure teaching staff/assessors are given clear deadlines (prior to Awarding Body ones) to complete marking/paperwork so the Exams Office can process and send off marks ahead of Awarding Body deadlines | Seek guidance from Awarding Body | AoLE Leads /LJC/SD |
| Authentication | | | |
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in | Find candidate and ensure form is signed | AoLE Leads |
| Teaching staff/assessors fail to complete authentication forms or leave before completing authentication | Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | AoLE Leads |



| Example Risks and Issues | Possible Remedial Action | | Staff (use 'RACI' to determine who should be listed) |
|---|--|---|--|
| | Forward Planning | Action | |
| Marking | | | |
| Teaching staff/Assessors interpret marking descriptions incorrectly | Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase | Arrange for remarking. Consult Awarding Body specification for appropriate procedure | AoLE Leads |
| Centre does not run standardisation activity as required by the Awarding Body | Plan against the requirements for standardisation for the Awarding Body when and how this activity will be conducted | Check with the Awarding Body whether a later standardisation event can be arranged | AoLE Leads |
| | | | |



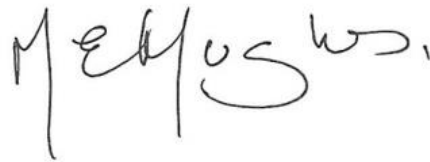
Document Management

Document Ratification

This Policy was presented to Governors on 13th May 2021.

It will be reviewed in **May 2022** or if National and Local Policy or Guideline is updated.

Signed.....



Mrs M Hughes

Chair of Governors