Non-examination assessment policy

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Date	**Version**	**Reason for change**	**Source**
18.01.21	V1	Updated	R Beards

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Outlining Staff Responsibilities - Non-Examination Assessment (NEA)

1.1 This policy is compliant with the Joint Council for Qualifications (JCQ) publication *Instructions for Conduction Non-Examination Assessments.* It is the responsibility of the Governors to review the policy at regular intervals and monitor its implementation.

1.2 The regulator's definition of NEA is any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions'. NEA therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classed as NEA.

1.3 This Policy lists the responsibilities of the relevant employees in terms of organising, administering and overseeing Non-examination assessments.

2. Leadership

2.1 Leadership are accountable for the safe and secure conduct of non-examination assessments for GCSE and GCE. They must ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

2.2 In the summer term, they begin coordinating with Directors of Learning to schedule non-examination assessments ensuring that they are conducted at appropriate points through the examination cycle.

2.3 Leadership must 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.)

2.4 Ensure that all employees involved have a calendar of events.

2.5 Create, publish and update an exams policy that includes internal appeals procedures for internally marked assessments *(Appendix A).*

3. Directors of Learning

3.1 Decide on the awarding body and specification for a particular GCSE.

3.2 Supply to the Exams Officer details of all unit codes for non-examination assessments.

3.4 Standardise internally the marking of all teachers involved in assessing an internally assessed component.

3.5 Ensure that individual teachers understand their responsibilities with regard to non-examination assessments.

3.6 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.

3.7 Ensure that guidelines for non-examination assessments are followed. This includes ensuring that teachers remove or cover any display material in the teaching environment which might provide assistance.

3.8 Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

3.9 Where centres are responsible for task setting for non-examination assessments, they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. They must refer to the awarding body's specification.

3.10 Create systems within their area for logging work. The school must show work was kept securely by the school, and logged in and out on each occasion

3.11 Consult the relevant awarding body's specification to obtain the date for the issuing of tasks, to allow time for planning, resourcing and teaching.

4. Teaching Staff

4.1 Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.

4.2 Ensure pupils are issued with the relevant JCQ documents: Information for candidates : Non-Examination Assessments.

4.3 Understand and comply 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.

4.4 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.

4.5 Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

4.6 Ensure that candidates understand that information from published sources must be referenced, receive guidance on setting out references and are aware that they must not plagiarise other material.

4.7 Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

4.8 Mark internally assessed components using the mark schemes provided by the awarding body. This must be dated to reflect the time it was marked.

4.9 Annotate marking to clearly show where marks are awarded.

4.10 Build in time to allow candidates the opportunity to request a review of the centre's marking (Appendix A).

4.11 Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

4.12 Retain candidates' work securely between assessment sessions (if more than one).

4.13 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.

 4.14 Ask the appropriate special educational needs coordinator (SENDCO) for any assistance required for the administration and management of access arrangements.

4.15 Ensure that if an assignment is word processed, the candidate's name appears on each page as a header or footer.

4.16 Keep a written log of any fire alarm/evacuation.

5. Exams Office Staff

5.1 Enter students for individual units, whether assessed by non-examination assessments, external exam or on-screen test, before the deadline for final entries.

5.2 Enter students' 'cash-in' codes for the terminal exam series.

5.3 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.

5.4 Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

5.5 On the few occasions where non-examination assessments cannot be conducted in the classroom, arrange suitable accommodation where it can be carried out, at the direction of Leadership.

6. Special Educational Needs and Disability Coordinator

6.1 Ensure access arrangements have been applied for.

6.2 Ensure that all relevant employees are aware of any access arrangements which need to be applied for non-examination assessments and controlled assessments.

6.3 Work with teaching staff to ensure requirements for support staff are met.

7. Internal appeals against assessed work

7.1 Please refer to the Exam Policy.

8. The Risk Management Process

8.1 The following section examines potential risks and issues relating to the implementation of controlled assessment for GCSEs and how these might be managed and mitigated through forward planning and remedial actions.

8.2 This document should provide a useful starting point for the exams office staff when discussing with other colleagues risks and issues that might apply to their individual centres or consortium.

8.3 The QCDA factsheet *Planning and Managing Controlled Assessment for GCSEs and*

Diploma Principal Learning and the editable document *Outlining Staff Responsibilities* could be used to support your centre or consortium in allocating risks and issues to the appropriate roles.

Example risks and issues	Possible *remedial* action		Responsibility
	Forward planning	Action	
Timetabling			
Non-Examination Assessment schedule clashes with other activities	Plan/establish priorities at the start of the academic year	Plan dates in consultation with school calendar – negotiate with other parties	SLT
Too many Non-Examination Assessments close together across GCSE subjects	Plan Non- Examination Assessments so they are spaced over the duration of the course	Space Non-Examination Assessments to allow candidates sometime between them	
Control Levels and Supervision			
The assessment is undertaken under incorrect level of control (time, resources, supervision or collaboration) Teaching staff unclear that the supervision of Non-Examination Assessments is their responsibility.	Ensure teaching staff fully have the latest JCQ publication *Instructions for conducting Non-Examination Assessments* and the awarding body's subject specific guidelines. Arrange training if required	Seek guidance from JCQ and the awarding body	SLT
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising.	A suitable supervisor must be arranged for any Non- Examination Assessment session where a teacher is not supervising, in line with the awarding body's specification	Arrangements for trained invigilators to be present during assessment	FL Exams Officer
Accommodation			

Insufficient space / facilities in classrooms for candidates	At the start of the year, flag instances where regular classroom space may not be suitable to conduct Non- Examination Assessments	Use more than one classroom or multiple sittings where necessary	Subject Teacher
Downloading and security of awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Enlist IT support well ahead and download tasks before scheduled date of assessment	IT Exams Officer
Teaching staff unable to access task details	Test secure access rights ahead of Non- Examination Assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the Non- Examination Assessment schedule	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact IT / awarding body and ask for replacement task; download again	
Assessment tasks not kept secure before assessment Candidates' work not kept secure during or after assessment	Ensure teaching staff fully understand the importance of task security. Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Contact the awarding body to request/obtain different assessment tasks Seek guidance from the awarding body	Subject Teacher Exams Officer

Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	If appropriate, look at applying for special consideration	FL

Deadlines			
Deadlines not met	Ensure all candidates are briefed on deadlines and the penalties for not meeting them Ensure teaching staff are given clear deadlines for submitting marks	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Teacher FL
Authentication			
Signatures missing on authentication form	Ensure all candidates have authentication forms to sign and form is securely attached to their work when it is completed and handed in for marking Teacher also to sign authentication forms	Work cannot be submitted without authentication form from student. Ensure teaching staff fully understand the importance of authentication forms and the requirement of signatures	Subject Teacher FL
Marking			
Teaching staff unclear on marking descriptions	Ensure appropriate training and practicing of marking, exemplar available Plan for sampling of marking during the practice phase Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Consult the awarding body's specification for appropriate procedures and exemplar materials	FL

Internal Appeals Procedure IAP

Non Examined Assessment (NEA) / BTEC **Assignments**

Matrix Academy Trust schools are committed to ensuring that whenever its staff mark candidates' Non Examined Assessment (NEA) 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. Matrix Academy Trust schools are 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.

If a candidate believes that this may not have happened in relation to their work, they may make use of this appeals procedure.

1. Candidates must be 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. Candidates may request copies of materials to assist them in considering whether to request a review (eg mark scheme or assessment criteria)

3. The request for a review of marking **must** be made in writing.

4. The candidate will be provided with the materials and sufficient time to allow them to review the materials and make a decision.

5. Sufficient time will then be given for the review to be carried out, to make any necessary changes and to inform the candidate of the outcome, before the awarding body's deadline.

6. The review will be carried out by an assessor who has appropriate competence, no previous involvement in the assessment of that candidate and no personal interest in the review.

7. The reviewer will be instructed to ensure that the candidate's mark is consistent with the standard set by the centre.

8. The candidate will be informed in writing of the outcome of the centre's marking.

9. The outcome of the review of the centre's marking will be made known to the Headteacher 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.

10. For BTEC assessments, if the candidate is unhappy with the review of marking then they have the right to appeal directly to the awarding body.

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 the Matrix Academy Trust school and is not covered by this procedure.

If a candidate's request for an Enquiry about Results (EARs) is not supported by the school, they may appeal in writing to the Headteacher.