

Brine Leas School

(Part of Brine Multi Academy Trust)



NON-EXAMINED ASSESSMENT (NEA) POLICY

1. 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.

2. 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 (<https://www.jcq.org.uk/exams-office/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 (<https://www.jcq.org.uk/exams-office/post-results-services>) and general regulations for approved centres (<https://www.jcq.org.uk/exams-office/general-regulations>).

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

3. 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.

4. ROLES AND RESPONSIBILITIES

Head of centre

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.

- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Heads of Curriculum Area / Heads of Department, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Heads of Curriculum Area / Heads of Department, dispatch students' assessments for moderation.
- In collaboration with Heads of Curriculum Area / Heads of Department, make appropriate arrangements for the security of non-examination assessment materials.

Heads of Curriculum Area / Heads of department:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- Obtain 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.
- Undertake appropriate departmental standardisation of non-examination assessments.

Teachers:

- Understand and comply with JCQ and 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.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks.
- Take part in appropriate departmental standardisation of non-examined assessment.

SENCO:

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements.

5. TASK SETTING

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, Heads of Curriculum Area/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.

6. 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'.
- Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work.
- 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.

7. 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.

8. 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. Heads of subject must ensure that the internal standardisation of marks across assessors and teaching groups takes place.

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.

9. 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 (<https://www.jcq.org.uk/exams-office/non-examination-assessments/notice-to-centres---sharing-nea-material-and-candidates-work>).

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.

10. ENQUIRIES ABOUT RESULTS

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.

11. FACTORS AFFECTING INDIVIDUAL CANDIDATES

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders. If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Written Prepared by: E Bentley	Date: January 2020
Approved by Governors: January 2020	Review Date: January 2023
Version: 1 (complete policy re-write)	Date of Previous Version: N/A