

BRINE LEAS SCHOOL

Part of The Cornovii Trust



Non-examined assessment policy

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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](#), 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.

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 awarding body.
- In collaboration with Heads of Curriculum Area, to submit non- examination assessment marks to the relevant awarding body.
- In collaboration with Heads of Curriculum Area, dispatch students' assessments for moderation.
- In collaboration with Heads of Curriculum Area, 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 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

Requirements of JCQ and the awarding body's specification will be followed.

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 criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded. Internal standardisation of marks across assessors and teaching groups must take 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](#).

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. Factors affecting individual candidates

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised where possible. 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.

Updated by: E Bentley	Date: April 2023
Approved by Trustees: 03.05.23	Accepted by LGB: 05.03.23
Review Date: Summer term 2025	Previous Version by: N/A