

**BOURNEMOUTH SCHOOL FOR GIRLS – SCHOOL POLICY STATEMENT**  
**NON-EXAMINATION ASSESSMENT POLICY**

**Contents**

<b>1. AIMS</b>	<b>2</b>
<b>2. LEGISLATION</b>	<b>2</b>
<b>3. DEFINITION</b>	<b>2</b>
<b>4. ROLES AND RESPONSIBILITIES</b>	<b>2/3</b>
<b>5. TASK SETTING</b>	<b>4</b>
<b>6. TASK TAKING</b>	<b>4/5</b>
<b>7. AUTHENTICATION</b>	<b>5</b>
<b>8. TASK MARKING</b>	<b>5/6</b>
<b>9. PRACTICAL SKILLS AND ENGLISH LANGUAGE ENDORSEMENTS</b>	<b>7</b>
<b>10. MALPRACTICE</b>	<b>8</b>
<b>11. ENQUIRIES ABOUT RESULTS</b>	<b>8</b>
<b>12. MONITORING</b>	<b>8</b>

## **1. Aims**

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which include a non-examination assessment (NEA).

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**

A non-examination assessment includes any assessment that is not externally set and taken by candidates at the same time under controlled conditions. These include practical examinations and internal assessments which test skills that cannot be tested by timed written papers. Non-examination assessment applies affects internal assessment in three ways: task setting, task taking and task marking.

## **4. Roles and responsibilities**

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

### **4.1 Head of centre**

The head of centre is responsible for:

Ensuring that the centre's non-examination assessment policy is fit for purpose

Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

Ensuring that [JCQ's information for candidates](#) is distributed to all candidates prior to assessments taking place

Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible

Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

### **4.2 Senior leaders**

Senior leaders are responsible for:

Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

### **4.3 Heads of Department**

Heads of Department are responsible for:

Familiarising themselves with JCQ instructions for conducting non-examination assessment  
Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body

Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment

Ensuring 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

Obtaining 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

Undertaking appropriate departmental standardisation of non-examination assessments

To ensure that the appropriate awarding body forms either paper or online are used by teacher and candidates.

### **4.4 Teachers**

Teachers are responsible for:

Understanding and complying with JCQ instructions for conducting non-examination assessment

Understanding and complying with 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

Marking internally assessed work to the criteria provided by the awarding body

### **4.5 Exams officer**

The exams officer is responsible for:

Supporting the administration/management of non-examination assessment

Be familiar with all JCQ instructions including the conducting of non-examination assessment.

Be kept up to date with JCQ regulations and information for candidates and update the candidate booklet accordingly.

To dispatch students' assessments for moderation when received from HoDs.

To record, securely store and then deliver to HoDs any NEA materials.;

### **4.6 Special educational needs co-ordinator (SENCO)**

The SENCO is responsible for:

Ensuring that all relevant staff are aware of any access arrangements that need to be applied

## **5. Task setting**

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of department/teachers 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 and make candidates aware of assessment dates and deadlines.

## **6. Task taking**

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

### **6.1 Supervision**

Invigilators are not required

Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'

Candidates do not need to be directly supervised at all times

The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body

Teachers will ensure that:

- There is sufficient supervision of every candidate to enable work to be authenticated
- The work that an individual candidate submits for assessment is his/her own

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

### **6.2 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

### **6.3 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

### **6.4 Word and Time Limits**

Subject teachers will refer to the awarding body's specification to determine where word and time limits apply and clearly communicate these to candidates.

### **6.5 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**

### **8.1 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.

Marks will be submitted online via the awarding body secure extranet site.

They 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. They will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

### **8.2 Externally assessed work**

The format of external assessment will depend on the awarding body's specification and the component being assessed.

### **8.3 Heads of Department/Teachers' responsibilities**

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Heads of Departments/Teachers will liaise with the Visiting Examiner where this may be applicable to any externally assessed component.

They will arrange timetabling and rooming where this is applicable to any externally assessed component.

Retain all marked work under secure conditions until after the deadline for enquiries about results has passed.

### **8.4 Exams Officer's responsibilities in submission of work**

The Exams Officer will provide the attendance register to the HoD where the component will be assessed by a Visiting Examiner.

Where a candidate's work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.

Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series

Packages the work as required by the awarding body and attaches the examiner address label

Despatches the work to the awarding body's instructions by the required deadline and keeps a record at reception of what was sent and the date it was submitted. The tracking number will also be recorded for proof of dispatch.

Ensures work is returned to Heads of Department on return to be kept securely.

Submits an application for special consideration where appropriate if a candidate is absent, work has been lost or if the candidate produces work that is obviously affected by ill health or other personal circumstances.

## **Practical Skills Endorsement for the A Level Science**

### **Heads of Biology, Chemistry and Physics**

- Ensure all the requirements in the endorsement are adhered to
- Ensure all the required arrangements for practical activities are in place
- Provide all the required centre records
- Make sure all candidates provide the required records
- Ensure the Head of Science is informed with any relevant information for the monitoring visit
- Use Common Practical Assessment Criteria to assess candidates
- Submit the candidates Pass or Not Classified according to the awarding body's instructions

## **Spoken Language Endorsement for GCSE English Language specifications**

### **Head of English**

- To ensure the internal standardisation of assessments.
- To fully understand the Spoken Language Endorsement for GCSE English Language specifications
- Ensures that subject teachers follow the task setting and task taking instructions from the awarding body
- Ensures that candidates are assessed using the common assessment criteria
- Ensures enough audio-visual recordings are made for monitoring purposes

### **Subject teacher**

- To fully understand the Spoken Language Endorsement for GCSE English Language specifications
- Follows the task setting and task taking instructions from the awarding body
- Assess candidates using the common assessment criteria
- Record a sample of candidates for monitoring purposes
- Submit the grades, store the recordings according to the awarding body's instructions

## **10. 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](#).

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

Submit work which is not their own

Make their work available to other candidates through any medium, including social media

Allow other candidates to have access to their own independently sourced material

Assist other candidates to produce work

Use books, the internet or other sources without acknowledgement or attribution

Submit work that has been word processed by a third party without acknowledgement

Include inappropriate, offensive or obscene material

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.

## **11. Enquiries about results**

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

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.

## **12. Monitoring**

This policy will be reviewed by the Deputy Head teacher with responsibility for the Curriculum every other academic year. At every review, the policy will be shared with the governing board and approved by the governors.