

Non Examined Assessment Policy

This policy covers the conduct of Non Examined Assessments. Any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). '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 classified as 'NEA'.

Planning

In order to allow for effective planning and to avoid students having too many non-examined assessments at the same time, Heads of Department should notify the Examinations Officer at the start of the year or the proposed timings for Non Examined Assessments.

Task Setting

Where the awarding body is responsible for task setting, the school will make its own selection(s) from a number of comparable tasks provided by the awarding body.

Where the school is responsible for task setting, it may:

- select from a number of comparable tasks provided by the awarding body;
- or
- design task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Where the school is responsible for task setting Heads of Department and teachers must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Heads of Department are responsible for checking that the correct tasks are issued to candidates and for keeping a record of the tasks set.

Candidates should be aware of the criteria used to assess their work so that they can understand what they need to do to gain credit. Staff may produce a simplified candidate-friendly version of the mark scheme, provided that it is not specific to the work of an individual candidate or group of candidates.

Task Taking

The Head of Department is responsible for checking the subject-specific requirements issued by the awarding body and ensuring that all staff understand them.

Unless the awarding body's specification says otherwise, the following arrangements apply:

- Invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required.
- Candidates do not need to be directly supervised at all times.

- The use of resources, including the internet, is not tightly prescribed.

Staff must 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 school without direct supervision, provided that the school is confident that the work produced is the candidate's own.

Candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

The school will include information about non examined assessments in its information pack for candidates so that students understand what they need to do to comply with the regulations for non-examination assessments. It will make clear the importance of correct referencing, the nature and the consequences of plagiarism.

Advice and Feedback

Before work begins staff may advise students on:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations.

Staff **must 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 during the task taking stage staff 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 re-draft work.

Any assistance which goes beyond general advice, for example:

- detailed specific advice on how to improve drafts to meet the assessment criteria;
- detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervention to improve the presentation or content of work;

must be recorded and taken into account when marking the work. Annotation must be used to explain how marks were applied in the context of the additional assistance given. **Staff may not provisionally assess work and then allow the candidate to revise it.** Staff may not provide any type of assistance which is explicitly prohibited in the specification. Assistance must not be given if there is no means to record it and to take account of it in the marking. Failure to follow this procedure constitutes malpractice.

In formally supervised sessions:

- the use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes;
- access to the internet is not permitted;
- candidates are not allowed to bring their own computers or other electronic devices, e.g. mobile phones.

Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected by the teacher and stored securely at the end of each session (and not accessible to candidates):

- the work to be assessed;
- preparatory work.

If the candidates are permitted to use computers to store work memory sticks will be collected for secure storage between sessions alternatively candidates' access to a specific area of the school's IT network will be restricted.

Word and time limits

Teachers should check the specification and subject specific documentation for word and time limits/ Word limits as detailed in specifications and subject-specific documentation are for guidance only. Staff should check the awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only candidates should be discouraged from exceeding them.

Group Work

Some assignments may be undertaken as part of a group. In this case, it must be possible to attribute assessable outcomes to individual candidates. Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and the record forms.

Authentication

Candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers must 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.

Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.

Word Processing

Teachers should allow candidates to word process their work if practicable.

Candidates should insert the following details on each page as a header or footer:

- 5 digit centre number;
- candidate number;
- component code.

They should:

- use the spell/grammar check when word processing.
- use black ink and write legibly when submitting handwritten work.
- submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
- include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

Use of Video and Photographs

Parents/carers must give informed consent to the use of videos or photographs/images of candidates included as evidence of participation or contribution.

Storage of Candidates' Work

Secure storage, throughout the task-taking stage, is required for work produced under formal supervision, but not for other work. Once any work is handed in by the candidate for formal assessment (or the formal supervised session commences for Art & Design) it must be stored securely. Secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art and Design) secure storage is defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

Work that is not required for moderation purposes and work returned after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, work may be returned once the enquiry about results and any subsequent appeal has been completed.

Teaching staff must not share live non-examination assessments with candidates or post candidates' work on social media.

Assessment

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the school, and to enable the moderator to check that marking is in line with the assessment criteria.

Marks may be disclosed to candidates provided that it is made clear that the moderation process may result in changes to marks. **Teachers should not attempt to convert marks to grades in advance of the publication of results.**

Where a teacher teaches his/her own child, the school will declare the conflict of interest to the examination board and submit the marked work for moderation, whether or not it is part of the moderation sample.

Internal Standardisation

It is important that all teachers involved in the assessment of a component mark to common standards. Teachers should consult the JCQ document 'Instructions for the Conduct of Non Examined Assessments' for an example of good practice in relation to the standardisation process. Where necessary, the school will set provide some non-contact time to facilitate standardisation. Heads of Department are responsible for checking the marks they are submitting to an awarding body for both addition and transcription errors before submission.

Moderation Sample

Heads of Department should keep a record of names and candidate numbers for candidates whose work was included in the sample. Marked work should be retained under secure conditions until after the deadline for enquiries about results. This applies to all work – whether or not it was part of the moderation sample. Where work is being stored electronically, steps should be taken to protect it from corruption and a back-up procedure must be in place. If retention is a problem because of the nature of the work, staff should retain some form of evidence such as photos, audio or video recordings.

Access Arrangements

Access arrangements must be applied for in advance of timetabled written examinations and non-examination assessments. The SENCo must ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.

Malpractice

Candidates must not:

- submit work which is not their own;
- make available their work to other candidates through any medium;

- 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.

Candidates are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material i.e. a student can lend a friend a copy of the class textbook. A student cannot lend a copy of a fabulous and very helpful article that she found whilst conducting her own online research.

Subject Specific Guidance

There is specific guidance in relation to Science GCE Practical Skills and English Language GCSE Spoken English Assessments in the appendices of the JCQ Instructions for conducting non examined assessments. Staff are required to consult these appendices and act on the advice. All teachers are expected to familiarise themselves with the additional guidance contained in specifications and subject specific material produced by the awarding body in relation to the conduct of non-examined assessments.

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