THE

ADEYFIELD ACADEMY

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Non-Examination Assessment

(including controlled assessment and coursework)

Policy

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Co-ordinator: **Mr A Hoque**

Signed by……..……. Dawn Mason (Headteacher)

Signed by…….…….. Leanne Stokoe (Chair of Governors)

Introduction

(GCE & GCSE) 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. These rules often vary across subjects. The stages are: • task setting • task taking • task marking

The regulator's definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'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'. (NEA, Foreword).

(VTQ) Non-examination assessment components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Non-examination assessment will take many different forms.

Instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation/verification of non-examination assessments for use in the vocational and technical qualifications listed are provided in JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms.

Instructions for conducting coursework for use in ELC qualifications, Project qualifications and CCEA GCE unitised AS and A-level qualifications are provided in JCQ's Instructions for conducting coursework

1. Purpose

This policy confirms the JCQ requirement that Adeyfield Academy has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes how candidates' work will be authenticated with reference to the JCQ documents Instructions for conducting coursework and Instructions for conducting non-examination assessments.

Awarding bodies require each centre to have a non-examination assessment policy in place 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
- detail how candidates' work will be authenticated

Each year, as part of the annual declaration, the head of centre must confirm that a policy regarding the management of non-examination assessments is in place which is reviewed and updated annually by a member of the senior leadership team and communicated within the centre.

The JCQ Centre Inspection Service may ask the head of centre to confirm that a policy is in place. The guidance provided in this document will help the head of centre to ensure that the centre's policy is robust and fit for purpose.

2. The Basic Principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest versions of Instructions for conducting non-examination assessments (GCE & GCSE/VTQ) and Instructions for conducting coursework, and confirms (where relevant to the centre):

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment.
- Ensures the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre-assessed marks) and requesting a review of the centre's marking.

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQ), Instructions for conducting coursework and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQ), Instructions for conducting coursework and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)
- Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQ) and Instructions for conducting coursework
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams office role and responsibilities:

- Signpost updated JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQ) and Instructions for conducting coursework to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

3. Task Setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Check that the tasks being set and approach being taken are appropriate and in line with the awarding body's specification as well as ethical standards and the centre's safeguarding responsibilities
- Ensure that all candidates have read the JCQ document Information for candidates – non-examination assessments, Information for candidates – coursework assessments (where applicable) and the Candidate declaration prior to beginning their work
- Make candidates aware of the criteria used to assess their work
- Ensure candidates do not sign the declaration until they have completed their work and handed it in for final assessment

Issuing of tasks Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

- Ensure the correct task is issued to candidates

4. Task Taking

Supervision

Subject teacher role and responsibilities:

- Ensure candidates understand what they need to do to comply with the regulations for non-examination assessments outlined in the JCQ documents Information for candidates - non-examination assessments and
- Information for candidates - social media
- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates

Ensures candidates:

- understand that information from all sources must be referenced, including the use of AI and the sources
- resulting in the AI-generated content
- receive guidance on setting out references and are made aware of the centre's policy on the use of AI
- are aware that they must not plagiarise other material, including AI-generated content

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Authentication procedures - how candidates' work is authenticated

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment

- sign the teacher declaration of authentication confirming the requirements have been met
- (Electronic signatures are acceptable. Typed names will be taken as being as binding as a handwritten signature)
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and/or Instructions for conducting coursework and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Keeping materials secure

Subject teacher role and responsibilities:

When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)

- When work is submitted by candidates for final assessment, ensure work is securely stored Follow secure storage instructions as defined in the JCQ documents Instructions for conducting nonexamination assessments/coursework
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates - social media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks

- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

5. Task Marking - Externally Assessed Components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed nonexamination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document Instructions for conducting examinations

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Exams office role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

6. Task Marking - Internally Assessed Components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)

- Where this cannot be avoided, ensures the conflict of interest is declared to the relevant awarding body before the published deadline for entries for each examination series and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marking process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body Do not use artificial intelligence as the sole means of marking candidates' work, reviews all the work in its entirety and determines the mark it warrants using their own professional judgement, regardless of the outcomes of an AI tool, remaining responsible for the mark/grade awarded
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure accurate internal standardisation - for example by:

- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Exams office role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline

Ensure that for postal moderation:

- work is dispatched in packaging provided by the awarding body
- moderator label(s) provided by the awarding body are affixed to the packaging
- proof of dispatch/postage is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

7. Access Arrangements and Reasonable Adjustments

Subject teacher role and responsibilities:

- Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

SENCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document Access Arrangements and Reasonable
- Adjustments in relation to non-examination assessment including reference to the document Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

8. Special Consideration and Loss of Work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking
- assessments
- Liaise with the exams officer to report loss of work to the awarding body

Exams office role and responsibilities:

- Refer to/direct relevant staff to the JCQ document A guide to the special consideration process:
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- (As may be applicable) Refer to/direct relevant staff to Form 15 – JCQ/LCW (Notification of lost centre assessed work) and where applicable submits to the relevant awarding body (AQA and Cambridge OCR centres must not submit Form 15 – JCQ/LCW. Applications must be submitted online using Centre Services or Interchange SC Online as appropriate)

9. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document Suspected Malpractice: Policies and Procedures

- Ensure that those members of teaching staff involved in the direct supervision of candidates producing nonexamination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework
- Ensure candidates understand the JCQ documents Information for candidates - non-examination assessments/coursework assessments
- Ensure candidates understand the JCQ document Information for candidates - social media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office role and responsibilities:

- Signpost the JCQ document Suspected Malpractice: Policies and Procedures to the head of centre
- Signpost to relevant staff the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Signpost candidates to the relevant JCQ information for candidates documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

10. Post Results Services

Head of centre role and responsibilities:

- Is familiar with the JCQ document Post-Results Services
- Ensure the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results Subject teacher role and responsibilities:
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- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

11. Candidate Declaration

Subject lead role and responsibilities:

- Ensure candidates read and understand the Notice to Candidates within the declaration form and understand what they will be declaring when signing
- Before signing the Teacher declaration within the form, ensure they have read and understood the guidance produced by JCQ on authenticating candidates' work, marking candidates' work and internal standardisation (ensuring they are familiar with the candidate's general standard of work)
- Keep a copy of the Candidate declaration on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, as this may be subject to inspection by the awarding body and/or a JCQ Centre Inspector