HARROW INDEPENDENT COLLEGE
School of Mathematics, Science & Economics

Procedure for planning and managing Non-Examination Assessments

What does this policy affect?
This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain component(s) of non-examination assessment.
"The regulator's definition of an examination is very narrow and in effect 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'."
[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments*, Foreword]
This publication is further referred to in this policy as NEA

Purpose of the policy.
The purpose of this policy, as defined by JCQ, is 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

What are non-examination assessments?
"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"

Procedures for planning and managing non-examination assessments & identifying staff roles and responsibilities.
The Head of the Centre along with the subject heads/leads will:
Ensure that the centre's non-examination assessment policy is fit for purpose
Ensure the centre's internal appeals procedures clearly detail the procedure 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

Subject heads/leads

1. Ensure the correct conduct of non-examination assessments (including endorsements)

which comply with NEA and awarding body subject-specific instructions.
2. Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit for GCSE (9-1) Computer Science
3. Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
4. Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
5. Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
6. Understands the arrangements that the centre needs to put in place where the centre might accept private candidates for components of non-examination assessment

Subject teacher

1. Understands and complies with the general instructions as detailed in NEA
2. Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
3. Marks internally assessed work to the criteria provided by the awarding body
4. Ensures 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 or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

1. Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff
2. Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Selecting Tasks

Subject teacher

1. Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
2. Makes candidates aware of the criteria used to assess their work

Supervision Subject teacher

1. Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
2. Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
3. Ensures there is sufficient supervision to ensure the work a candidate submits is their own
4. Where candidates may work in groups, keeps a record of each candidate's contribution
5. Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

Issuing Tasks

Subject Teacher

1. Determines when set tasks are issued by the awarding body
2. Identifies date(s) when tasks should be taken by candidates
3. Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Advice and feedback
Subject teacher

1. As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
2. When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
3. Allow candidates to revise and re-draft work after advice has been given at a general level
4. Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
5. Ensures when work has been assessed, candidates are not allowed to revise it

Resources
Subject teacher

1. Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
2. Ensures conditions for any formally supervised sessions are known and put in place
3. Ensures conditions for any formally supervised sessions are understood and followed by candidates
4. Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
5. Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits
Subject teacher

1. Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work
Subject teacher

2. Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
3. Ensures that it is possible to attribute assessable outcomes to individual candidates
4. Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
5. Assesses the work of each candidate individually

Authentication procedures
Subject teacher/Exams officers

1. Where required by the awarding body's specification ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
2. signs the teacher declaration of authentication confirming the requirements have been met
3. Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

4. Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
5. Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the centre head

Presentation of work
Subject teacher

1. Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
2. Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
3. Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure
Subject teacher

1. When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
2. When work is submitted by candidates for final assessment, ensures work is securely stored
3. Follows secure storage instructions as defined in NEA 4.8
4. Takes sensible precautions when work is taken home for marking
5. Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
6. Reminds 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
7. Liaises with the Centre head to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Centre head

1. Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Task marking – externally assessed components
Conduct of externally assessed work
Subject teacher

1. Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
2. Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

1. Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
2. Conducts the externally assessed component within the window specified by the awarding body

3. Conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations

Submission of work
Subject teacher

1. Provides the attendance register to a Visiting Examiner

Exams officer

1. Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
2. Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
3. Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
4. Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
5. Packages the work as required by the awarding body and attaches the examiner address label
6. Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components
Marking and annotation
Subject teacher

1. Attends awarding body training as required to ensure familiarity with the mark scheme/marking process
2. Marks candidates' work in accordance with the marking criteria provided by the awarding body
3. Annotates 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
4. Informs candidates of their marks which could be subject to change by the awarding body moderation process
5. Ensures candidates are informed to the timescale 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
Centre Head & Subject Heads

1. Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
2. Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
3. Ensures accurate internal standardisation - for example by

- obtaining reference materials at an early stage in the course
- carrying out trial marking if appropriate during the marking period
- supervises internal moderation and reviews where appropriate
- retaining work and evidence of standardisation

Subject teacher

1. Indicates on work (or cover sheet) the date of marking
2. Marks to common standards
3. Provides the moderation sample to the exams officer to the internal deadline

Submission of marks and work for moderation
Subject teacher

1. Inputs and submits 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
2. Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
3. Submits 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
4. 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

Exams officer

1. Inputs and submits marks online (if required)via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
2. Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
3. 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
4. Ensures that for postal moderation work is dispatched in packaging provided by the awarding body
5. moderator label(s) provided by the awarding body are affixed to the packaging proof of dispatch is obtained and kept on file until the successful issue of final results
6. 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

Storage and retention of work after submission of marks
Subject teacher

1. Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
2. Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
3. Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
4. Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

1. Ensures any sample returned after moderation is logged and returned to the subject

teacher for secure storage and required retention

External moderation - feedback Subject heads/leads

1. Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

1. Accesses or signposts moderator reports to relevant staff
2. Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

1. Works with the centre head/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Centre Head/Special educational needs coordinator (SENCo)

1. Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
2. Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
3. Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
4. Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
5. Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

Subject teacher

1. Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate

- is absent
- produces a reduced quantity of work
- work has been lost

2. Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments & both follow Special Consideration Policy.

Exams officer

1. Refers to/directs relevant staff to the JCQ publication - A guide to the special consideration process
2. Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
3. 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
4. Keeps required evidence on file to support the application

Malpractice

Centre Head

1. Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates,

teachers, invigilators or other administrative staff
2. Is familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures
3. Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

1. Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
2. Ensures candidates understand the JCQ document Information for candidates - non-examination assessments
3. Ensures candidates understand the JCQ document Information for candidates - Social Media
4. Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

1. Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
2. Signposts the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads
3. Signposts candidates to the relevant JCQ information for candidates documents
4. Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Enquiries about results

Head of centre

1. Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal.

Subject heads/leads

1. Provides relevant support to subject teachers making decisions about enquiries about results
2. Subject teacher
3. Provides advice and guidance to candidates on their results and the post-results services available
4. Provides the exams officer with the original sample or relevant sample of
5. candidates' work that may be required for an enquiry about results to the internal deadline
6. Supports the exams officer in collecting candidate consent where required

Exams officer

1. Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services (Information and guidance to centres...)
2. Provides/signposts relevant centre staff and candidates to post-results services information
3. Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

4. Collects candidate consent where required

Practical Skills Endorsement for the A Level Sciences designed for use in England
Centre Head

1. Provides a signed declaration as part of the National Centre Number Register Annual Update, that 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 prescribed practical activities
2. Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
3. Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject head/lead

1. Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
2. Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
3. Undertakes training provided by the awarding body on the implementation of the practical endorsement
4. Disseminates information to subject teachers ensuring the standards can be applied appropriately
5. Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

1. Ensures all the requirements in relation to the endorsement are known and understood
2. Ensures the required arrangements for practical activities are in place
3. Provides all the required centre records
4. Ensures candidates provide the required records
5. Provides any required information to the subject lead regarding the monitoring visit
6. Assesses candidates using Common Practical Assessment Criteria (CPAC)
7. Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
8. Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

Exams officer

1. Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment

Spoken Language Endorsement for GCSE English Language specifications designed for use in England
Head of centre

1. Provides a signed declaration as part of the National Centre Number Register Annual Update, that 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 Spoken Language endorsement

Subject head/lead

1. Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England
2. Ensures the required task setting and task taking instructions are followed by subject

teachers

3. Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
4. Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

1. Ensures all the requirements in relation to the endorsement are known and understood
2. Follows the required task setting and task taking instructions
3. Assesses candidates, either live or from recordings, using the common assessment criteria
4. Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
5. Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

Exams officer

1. Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

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