



# ST JAMES'

CATHOLIC HIGH SCHOOL

## Non-Examination Assessment Policy

Policy Owner	Assistant Headteacher
Responsible Committee	Leadership & Strategies Committee
Key Staff	Headteacher, Deputy Headteacher and Examinations Officer
Date of Adoption	May 2020
Date of Review	May 2021
Chair of Governor's Signature	

### St James' Mission Statement:

To ensure everyone within our school **family** achieves their full potential,  
to encourage learning and development through **faith**,  
and to strive for **excellence**

### Rationale

The JCQ requires each centre to have a non-examination assessment policy in place.  
A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place.

### Aims:

- To cover procedures for planning and managing non-examination assessments
- To define staff roles and responsibilities with respect to non-examination assessments
- To manage risks associated with non-examination assessments



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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](#).

## 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

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

In our school, the head of centre is Mr A Pontifex  
The head of centre is responsible for:

- Returning an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA
- 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**

The Deputy Headteacher is responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that the centre-wide calendar records assessment schedules by the start of the academic year

#### **4.3 Subject leaders**

Subject leaders 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

##### **Quality assurance (QA) lead/Lead internal verifier is responsible**

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



#### **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
- Ensuring the exams officer is provided with relevant entry codes for subjects to the internal deadline for entries

#### **4.5 Exams officer**

The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment
- Signposting the annually updated JCQ publication NEA to relevant staff

#### **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
- Make candidates aware of the criteria used to assess their work

## 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

- Teachers will ensure that:
  - They check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
  - There is sufficient supervision of every candidate to enable work to be authenticated
  - There is sufficient supervision to ensure that 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
- Candidates are aware of the current JCQ documents '**Information for Candidates – non-examination assessments**' and '**Information for candidates' – Social Media**'
- Candidates understand and comply with the regulations in relevant JCQ documents '**Information for Candidates**'

### 6.2 Advice and feedback

- Teachers will advise candidates on relevant aspects before candidates begin working on a task
- 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



- Teachers ensure that when work has been assessed, candidates are not allowed to revise it

### **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
- Teachers ensure conditions for formally supervised sessions are understood and followed by candidates
- 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
- Teachers ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Teachers refer to the awarding body's specification to determine where word and time limits apply/ are mandatory

### **6.4 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
- Each candidate's work is assessed individually

### **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
- Candidates will have made aware the internal appeals procedure ( see Internal Appeals Policy)
- 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 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



- If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Head of Centre will be informed.
- 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

## **8. Keeping Materials Secure**

### **Subject teacher**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores 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, returns 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, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- 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 (Reminds candidates of the contents of the JCQ document Information for candidates – Social Media)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

### **IT Manager**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers 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

## **9. Task marking**

### **9.1 Externally assessed components**

#### **Conduct of externally assessed work**

##### **Subject teacher**





- Liaises 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 according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

#### **Exams officer**

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

#### **Submission of work**

#### **Subject teacher**

- Provides the attendance register to a Visiting Examiner

#### **Exams officer**

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- 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
- Where candidates' 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 reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

## **9.2 Internally assessed components**

### **Marking and annotation**

#### **Head of centre**

- Ensures where a teacher teaches his/her own child or close family member, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

#### **Subject head/lead**

- Sets 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**

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- 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
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to 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**

#### **Quality assurance (QA) lead/Lead internal verifier**

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures 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 and retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

### **Subject teacher**

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps 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**

- 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



- 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
- 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
- Ensures 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
- 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
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

### Exams officer

- Inputs and submits marks online, 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
- 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
- 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
- Ensures 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 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, submits any supporting documentation required by the awarding body
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### Storage and retention of work after submission of marks

#### Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings



## Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

## External moderation – the process

### Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

## External moderation – feedback

### Subject head/lead

- Checks the final moderated marks when issued to the centre when the results are published
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

## Exams officer

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

## Access arrangements

### Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

### (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#) in relation to non-examination assessments including [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, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role



## 10. Special consideration and loss of work

### Subject teacher

- Understands 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
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

### Exams officer

- Refers to/directs relevant staff to the JCQ publication [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
- Refers to/directs relevant staff to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body

## 11. Malpractice

### Head of centre

- 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
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- 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

- Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

### Exams officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre



- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## 11. Post Results Services

Candidates will be made aware of the arrangements for enquiries about results before they take any assessments.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and will be informed that senior members of centre staff will be immediately available after the publication of results. They can also contact the Assistant Headteacher after Results Day until the start of the new term at [c.pickles@stjamesheadle.co.uk](mailto:c.pickles@stjamesheadle.co.uk)

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 raised, lowered or remain the same, 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 Assistant Headteacher in the spring term of each year, and the policy will be taken to the Governing Board for approval.

## 13. Links with other policies

This policy should be read in conjunction with the Internal Appeals Policy.