ALSOP HIGH SCHOOL

Non-Examination Assessment Policy

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Introduction

The Alsop High School Technology and Applied Learning Specialist College is committed to offering equal access to all students to the examinations system as laid down by the Code of Practice produced by the Joint Council for Qualifications for GCSE, GCE, BTEC, Applied General/Technical level, Entry Level and OCR Cambridge Nationals.

Non-examination assessment is a form of assessment for reformed GCE and GCSE specifications, where it is the only means of assessing essential knowledge and skills that cannot be tested by timed written papers. This includes Practical skills for GCE Science A Levels and spoken Language for GCSE English Language.

The three assessment stages are:

- Task setting
- Task taking
- Task marking

Non-examination assessment makes up part of the GCE and GCSE course and the final qualification grade.

It is the aim of the Alsop High School Technology College that all students fulfill their examination potential.

It is the responsibility of everyone involved in the exam processes to read, understand and implement this policy.

The purpose of this policy is to ensure the school has an efficient non-examination assessment system with clear guidelines for all relevant staff. This includes planning and managing non-examination assessments, staff responsibilities and risk management.

Exam Responsibilities

Head of Centre

The Head of Centre has overall responsibility for the school as an examination Centre.

The Head of Centre also has responsibility for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Deputy Head of Centre

The Deputy Head of Centre is responsible for liaising between the SLT, HOF and the Examinations and Data Team.

The Deputy Head of Centre must ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice.

The Deputy Head of Centre is responsible for investigating suspected malpractice and to conduct and advise on appeals and remarks.

The Deputy Head of Centre is responsible for the updating of all examination related policies.

The Deputy Head of Centre is responsible to ensure that all non-examination assessments are conducted according to qualification specifications.

To liaise with SLT, HOF, Subject Staff and Candidates to ensure they understand the exam regulations regarding plagiarism, malpractice, on-screen exams, written exams and internally assessed work.

Examinations and Data Team

The Examinations and Data Team are responsible for informing the Head of Faculty when non-examination assessment materials arrive at the Centre.

The Examinations and Data Team are responsible for updating the Information & Instructions for Students and Parents on External Examinations, making sure all relevant JCQ documentation are included.

The Examinations and Data Team are responsible for setting internal deadlines that will allow the Centre to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work.

The Examinations and Data Team will monitor, collate, dispatch and submit non-examination assessment marks to the awarding body. A record will be kept of names and candidate numbers for candidates whose work was included in the sample and retain marked work under secure conditions until after the deadline for the review of results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work- whether or not it was part of the moderation sample.

It is the responsibility of the Examinations and Data Team to guide candidates through the appeals procedure and submit a written report on the outcome.

Heads of Faculty

As the Head of Centre's subject representative, Heads of Faculty will take ultimate responsibility for non-examination assessment. They must manage the non-examination assessment programme in their faculties and adhere to JCQ, Awarding Body and subject – specific requirements and guidance.

The Head of Faculty is responsible for obtaining confidential materials and task set by the Awarding Body. Where the awarding body is responsible for task setting, subject specific tasks will be provided by the awarding body. Where the Centre is responsible for task setting, centres may:

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

If the task is Centre set, the Head of Faculty must ensure (or direct teaching staff to ensure) they use the criteria set out in the subject specification and that the task is accessible to candidates. Centres must refer to the awarding body's specification.

The Head of Faculty is responsible for arranging security arrangements for non-examination assessment materials including mark schemes and candidates' work in their faculty throughout the assessment process.

The Head of Faculty is responsible for the collection and authentication of non-examination assessed work, the setting of deadline dates for staff and the forwarding of marks to the Examinations and Data Team by the required date, dispatch of externally marked work, ensuring all declarations are enclosed and the secure storage and disposal of returned work.

The Head of Faculty is responsible for ensuring that all candidate declarations are kept 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. They may be subject to inspection by a JCQ inspector.

The Head of Faculty is responsible for planning when and how the non-examination assessment will take place and locating appropriate accommodation. The Head of Faculty should ensure that there is suitable supervision for every candidate and that details in the specification on supervision are adhered to. The specification should be used in conjunction with the JCQ document *Instructions for conducting non-examination assessments (new GCE & GCSE Specifications).*

Assessments held in subject classroom must have all display work covered to ensure the integrity of the assessment. Assessments must be held under conditions that give all candidates the chance to carry out their tasks and display their true levels of attainment. Where candidates are producing work over a period of time under formal supervision their work must be stored securely. Once any work is handed in by the candidate for formal assessment it must be stored securely.

The Head of Faculty is responsible for ensuring all teaching staff in their faculty participating in non-examination assessment understand and follow all awarding body regulations and have access to the JCQ document *Instructions for conducting non-examination assessments (new GCE & GCSE Specifications)* and this policy.

The Head of Faculty should keep a log of all non-examination assessments. This should include the date and time, names of teachers involved, an attendance register and a list of any incidents that might have happened during the assessment. If candidates are working in groups a record should be kept of each candidate's contribution.

The Head of Faculty should ensure schemes of work include non-examination assessments.

The Head of Faculty should ensure the standardisation of non-examination assessments.

The Head of Faculty 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

The Head of Faculty for A Level Sciences and GCSE English should refer to appendix 1 and 2 of the JCQ document *Instructions for conducting non-examination assessments (new GCE & GCSE specifications)* for more information on non-examination assessments.

Subject Teachers

Subject Teachers should ensure they have access to the subject specification and the JCQ document *Instructions for conducting non-examination assessments (new GCE & GCSE specifications)* and are aware of the regulations.

Subject Teachers should liaise with HOF so they know the set tasks.

Subject Teachers should advise candidates on relevant specification before they begin work and that they are know how to present the work.

Subject Teachers should ensure at the beginning of the formal supervised session that candidates have no unauthorised materials e.g. mobile phones, booklets etc. That candidates only have the preparatory notes if permitted and that these are collected and stored securely at the end of each session. If computers are used the internet must be disabled and any work must be stored in a restricted area on the network which must be locked after each session.

Subject Teachers should ensure they take an attendance register for the non-examination assessment session. A copy of the attendance register must be kept until the deadline for requesting a review of results has passed.

Unless subject specification prohibits, Subject Teachers are able to give candidates general written or oral feedback which does not need to be recorded. If Subject Teachers give any assistance above this, it must be recorded and taken into account when marking or submitting work to the examiner.

Subject Teachers should mark the non-examination assessment using the mark schemes and specification provided by the awarding body. Annotation should be used to indicate how and why marks have been awarded.

Subject Teachers should ensure that all relevant declaration forms are completed and stored securely.

Subject Teachers must inform candidates of their mark before they are submitted to the awarding body to enable candidates to request a review of marks if required.

If subject teachers have concerns about the authenticity of the candidate's work and has been completed under the required conditions they must;

- Not accept the candidate's work for assessment
- Record a mark of zero for internally assessed work.

If the subject teachers are concerned, that malpractice may have occurred, or if they are unable to authenticate the work for any other reason, they must inform a member of the Senior Leadership team.

SENCO

The SENCO is responsible for the administration of access arrangements and ensure that all requests are forwarded to the Awarding Bodies.

The SENCO is responsible for ensuring all Heads of Faculty are aware of any access arrangements and/or extra time requirements that a candidate has.

Procedures for planning and managing non-examination assessments;

Management of risks associated with non-examination assessment.

It is the SENCO's responsibility to record and collate evidence in line with JCQ guidance to support the application of, and decision over **all** access arrangements. This record of evidence should be regularly shared with the Deputy Head of Centre and the Exams and Data Team with enough time for the Centre to apply for access arrangements in advance of time-tabled no-examination assessments.

It is the responsibility of the SENCO to keep a record of all training given to those facilitating an access arrangement.

The SENCO must ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.

Candidates

Candidates are responsible for signing a declaration that authenticates the non-examination assessed work as their own and understand the regulations regarding internally assessed work.

Candidates must ensure they have read a copy of the Information & Instructions for Students and Parents on External Examinations, which will outline the new JCQ documentation for candidates.

The work submitted for assessment **must** include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources.

Feedback to Candidates

As appropriate to the subject and component, Centres should advise candidates on aspects such as those listed below before work begins:

- 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 & safety considerations, including the use of equipment
- Potential ethical considerations
- Security of their work

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)

Unless subject specification prohibits, subject teachers are able to give candidates general written or oral feedback which does not need to be recorded. For example:

- 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.

General advice of this nature **does not** need to be recorded or taken into account when work is marked.

If any assistance which goes beyond general advice given this **must** be recorded and either taken into account when marking the work or when it is submitted to the external examiner.

For example;

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

It is the responsibility of the Head of Faculty and subject staff to check the specific JCQ guidelines for their subject and specification.

Subject Specific Notes

For GCSE Computer Science it should be noted that whilst the programming project tasks themselves no longer contribute to the candidate's grade for 2019-20, they are still an important part of the course and contribute to the candidate's learning. Therefore, Centres must continue to give candidates the opportunity (20 hours within the timetable) to complete the tasks. Centres should refer to individual awarding body specifications for details.

Policy Review

This controlled assessment policy will be reviewed by the Head of Centre, Senior Leader for Examinations and the Examinations Officer annually.

This policy is next due for review on 1st July 2020

_____ Head of Centre

_____ Senior Leader Examinations

_____ Examinations Officer

_____ Assistant Examinations Officer