



# GEORGE ABBOT SCHOOL

<b>Policy Title:</b>	<b>Non Examination Policy</b>
<b>Author:</b>	<b>Examinations Manager</b>
<b>Date of most recent review:</b>	<b>October 2024</b>
<b>Date of next review:</b>	<b>October 2025</b>
<b>School Mission Statement:</b> Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.	

This policy is to be read in conjunction with the following:

- Internal Appeals Process
- Equality Policy
- SEN Policy
- *JCQ Instructions for Conducting Non-examinations Assessments*
- *JCQ AI Use in Assessments: Protecting the Integrity of Qualifications*
- Examinations Policy

Non-examination assessments are a form of internal assessment for reformed GCE/GCSE qualifications where it is the awarding bodies chosen means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

1. Task Setting
2. Task Taking
3. Task Marking

## Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessments
- Responsible to relevant awarding bodies to ensure that all non-examinations assessments are conducted according to qualification specifications.

Examinations Manager:

- To be familiar with JCQ instructions for conducting non-examination assessments and other related JCQ documents
- To be familiar with general instructions relating to non-examination assessments from each relevant awarding body
- In collaboration with the Heads of Faculties (HOFs)/Heads of Department (HODs) ensure the process of releasing non-examination assessment marks to students/parents is communicated along with all supporting documentation
- In collaboration with HOFs/HODs ensure non-examination assessment marks are submitted to relevant awarding body
- In collaboration with HOFs/HODs ensure candidates' assessments for moderation are despatched by the relevant deadline

- In collaboration with HOFs/HODs ensure appropriate arrangements are in place for the security of non-examinations assessment materials.

#### Heads of Faculties (HOFs)/Heads of Department (HODs):

- To be familiar with *JCQ Instructions for Conducting Non-Examinations Assessment*
- To be familiar with *JCQ AI Use in Assessments: Protecting the Integrity of Qualifications*
- To understand and comply with specific instructions relating to non-examinations assessment for the relevant Awarding Body
- Ensure that individual teachers understand their responsibilities with regard to non-examinations assessment
- To obtain confidential materials/tasks set by the awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are always stored securely
- To undertake appropriate departmental standardisation of non-examinations assessments
- In collaboration with the Examinations Manager submit non-examinations assessment marks to the relevant awarding body
- In collaboration with the Examinations Manager despatch students' assessments for moderation
- In collaboration with the Examinations Manager make appropriate arrangements for the security of non-examinations assessment materials
- Ensure candidates/parents/carers are made aware of the Centre's process on the expectations placed on candidates in completing their NEAs, outlining the requirements they need to adhere to and the consequences of any Suspected Candidate Malpractice
- HODs to ensure written NEA data is stored electronically on the schools' network and SharePoint
- HODs to ensure practical assessment material is captured and stored electronically on the SLE Coursework Hand-in.

#### Special Educational Needs Co-ordinator (SENCO):

- To be familiar with *JCQ Instructions for Conducting Non-examinations Assessment* with reference to access arrangements and reasonable adjustments
- In collaboration with the Examinations Manager ensure appropriate access arrangements are in place.

#### Teachers:

- Supervise assessments (at the specified level of control), undertaking tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Will check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Will inform candidates if and when AI tools can be used requesting the name of the AI tool used, the date it generated the content, request candidates to explain how they used it and to provide a screenshot of the questions asked and the answers received
- Ensure that candidates and supervising teacher(s) sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the awarding body
- In collaboration with the HODs submit marks to the relevant Awarding Body when required, keeping a record of the marks awarded (where assessments are marked internally, teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should **NOT** attempt to convert marks to grades in advance of the publication of results)
- Ensure they inform candidates of their centre assessed mark and to advise candidates that they have 3 working days to challenge this mark, to allow candidates to raise a centre assessed marks review of marking before the Centre submits their marks to the awarding body before their deadline dates
- Ensure they inform candidates if requesting a review of marking that the mark may go up or down
- Ensure completion of all outcomes following a review of marking are communicated to candidates before marks are submitted to the awarding body by their deadline dates
- Must ensure that candidates are informed that they need to comply with the *JCQ Information for Candidates – Non-Examinations Assessments* which can be located on the website under <https://www.georgeabbot.surrey.sch.uk/examinations>
- Before the submission of work for formal assessment, teachers must remind candidates to always keep their work secure and not to publicise their work such as posting it on social media. The document *JCQ Information for Candidates – Social Media* must be brought to the attention of candidates

- Take part in appropriate departmental standardisation of Controlled Assessments
- Retain candidates' work securely between assessment sessions (if more than one)
- Post completion; retain candidates work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
- Ask the SENCO/Deputy SENCOs for any assistance required for the administration and management of access arrangements.

### **Task Setting**

In accordance with specification awarding body guidelines, HOFs/HODs will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate Centre specific tasks or design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Teachers will ensure that candidates understand the assessment criteria for any given assessment task which is detailed in the specification for the subject. However, students may require some further explanation or interpretation. Any explanation or interpretation given by teaching staff must be general and not specific to a student's work.

### **Task Taking**

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

- In accordance with JCQ regulations, invigilators and JCQ *Unauthorised items poster & Warning to Candidates* are not required
- Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material
- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice
- Teachers must be aware of the awarding body's restrictions regarding access to resources. In formally supervised sessions candidates can only usually take in preparatory notes; they must not access the internet, bring their own laptop unless this has been previously authorised or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.
- Teachers should encrypt any sensitive digital media to ensure the security of the data stored within it. Teachers will refer to the awarding body guidance to ensure that the method of encryption is suitable.

### **Authentication**

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

Teachers must sign a declaration of authentication after the work has been completed and confirming that:

- the work is solely that of the candidate concerned
- the work was completed under the required conditions
- signed candidate declarations are kept on file

Signed candidate declarations must be kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is the latter.

If a teacher is unable to confirm that the work presented by a candidate is their own and has not been completed under the required conditions:

- immediately notify a member of the Senior Leadership Team (SLT)
- decisions will be made on an individual basis, by SLT which may result in the candidate's work not being accepted for assessment

If a teacher is concerned that malpractice may have occurred, or if they are unable to authenticate the work for any other reason, the teacher must inform a member of SLT.

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 eg in a competition, provided that the originals are stored securely at the Centre. Any material which is not required for moderation purposes (or any subsequent review) may also be freely used by the candidate. This applies to artefacts in Design & Technology where only photographic evidence is needed for moderation and any subsequent review. Where original work is used for moderation, as in Art & Design, a teacher must be present if, during this period:

- assessed work is exhibited
- a candidate takes assessed work to an interview
- the work is removed from secure storage for any other reason.

### **Task Marking**

- Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the Centre
- The Centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

### **Centre Assessed Marks Review of Marking**

Internally centre assessed marks must be given to candidates before the Centre submits marks to the awarding body and before their deadline dates. The Centre must inform candidates that they have 3 working days to challenge their mark and ensure they are aware that marks may go up or down as a result of this request. The Centre must complete all outcomes in writing to candidates who raise a review of marking before marks are submitted to the awarding body and by their deadline dates. Centres must ensure candidates are informed that once marks are submitted to the awarding body these are subject to external moderation which can affect the Centre marks submitted. Once moderation has taken place assessment component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the Centre's mark by the awarding body. A review of moderation can only be requested by the Centre. The Examinations Manager must apply for the review of moderation on behalf of the Centre following authorisation by the Deputy Headteacher for curriculum.

### **Factors Affecting Individual Candidates**

If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised, where practicable.

The Centre will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed by the Centre.

Access arrangements and reasonable adjustments will be agreed according to the published JCQ guidance. The Centre will consider requests to repeat non-examinations assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT/HOFs in consultation with HODs/Teachers.

If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new formal supervision.

### **Appeals Process for Centre Assessed Marks**

- The Centre is committed to ensuring that whenever it is teachers who assess candidates' work that this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the awarding bodies an internal appeals procedure is available
- An appeal may only be made against the process that produced the grade or mark to be submitted to the awarding body and not against the mark or grade; that is, where the candidate or their parents/carers believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above
- Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity
- The marks submitted to the awarding bodies are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area.

### **Internal Appeals Procedure**

If a candidate believes that their work has not been treated in accordance with the procedures outlined above they may make use of the Internal Appeals Process, which can be found on the school website under <https://www.georgeabbot.surrey.sch.uk/examinations>

Useful Links:

<https://www.georgeabbot.surrey.sch.uk/policies/>

<https://www.jcq.org.uk/exams-office/non-examination-assessments/>

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

<https://www.jcq.org.uk/exams-office/malpractice/>

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>