GEORGE ABBOT SCHOOL

Policy Title:	**Non-Examination Assessment Policy**
Author:	**Examinations Manager**
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School Mission Statement:
Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.

George Abbot School (Centre) will deliver subjects which contain a component(s) of non-examination assessment (NEA) and internal moderation in accordance with the Joint Council for Qualifications (JCQ) regulations.

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

- Internal Appeals Policy
- Equality Policy
- SEN Policy
- Centre AI Guidance for NEAs for Students/Parents/Carers & Centre AI Guidance for NEAs Subject Specific Instructions
- Malpractice and AI Policy
- JCQ *Instructions for Conducting Non-examinations Assessments*
- JCQ *AI Use in Assessments: Protecting the Integrity of Qualifications*
- Examinations Policy

The purpose of this policy is to:

- Cover procedures for planning and managing NEAs
- Define staff roles and responsibilities with respect to NEAs
- Manage risks associated with NEAs
- To ensure fairness and consistency of marking
- Meet awarding body requirements.

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 JCQ Instructions for Conducting Non-examination Assessments
- Responsible to relevant awarding bodies to ensure that all NEAs are conducted according to qualification specifications.

- Will ensure that staff involved in NEA delivery, supervision, authentication and marking are appropriately trained and that annual declarations required by awarding bodies are completed.

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 NEAs from each relevant awarding body
- Ensures for subjects with NEAs the HODs are provided with the annual mandatory compliance task of reading relevant JCQ and Centre guidance which will be published to the staff hub and a MS form completed by the HOD and retained for JCQ inspection purposes
- In collaboration with the Heads of Department (HODs) ensure the process of releasing NEA marks to candidates/parents/carers are communicated along with all supporting documentation
- In collaboration with HODs ensure NEA marks are submitted to relevant awarding body
- In collaboration with HODs ensure candidates' assessments for moderation sampling are despatched by the relevant deadline
- In collaboration with /HODs ensure appropriate arrangements are in place for the security of NEA materials.

Heads of Department (HODs)/Directors of English; Maths; Performance & Science:
- 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 be familiar with the school's *Malpractice and AI Policy*
- To understand and comply with specific instructions relating to NEAs for the relevant awarding body
- Ensure that individual teachers understand their responsibilities to NEAs
- 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 NEAs
- In collaboration with the Examinations Manager submit NEA marks to the relevant awarding body
- In collaboration with the Examinations Manager despatch candidates' assessments for moderation sampling where required
- In collaboration with the Examinations Manager make appropriate arrangements for the security of NEA 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
- Where NEA work is completed electronically, ensure a request is sent to the Network Team for a secure candidate NEA login
- 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 Student Learning Environment (SLE) / OneDrive Coursework Hand-in with access restricted to authorised staff only
- Evidence will be retained in accordance with JCQ and awarding body requirements and until all reviews of results, appeals, malpractice investigations and any related proceedings have concluded
- HODs to ensure a calendar request for all NEA/Practical tasks are submitted to the Exams Team for adding to the staff academic calendar
- HOD to ensure all moderators/examiner visits are submitted to the Exams Teams for adding to the staff academic calendar.

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:
- Will adhere to the school's AI guidance regarding processes and procedures to be carried out for NEAs
- 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
- Students may be required to provide evidence of any AI use, which could include screenshots, exported chat logs, drafts and or other supporting material
- Will ensure that candidates understand when AI use is permitted by the specification and JCQ guidance, how AI use must be acknowledged, and the consequences of malpractice where AI-generated material is presented as the candidate's own work
- Ensure that candidates and supervising teacher(s) sign candidate declaration 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 awarding body 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 complete the calendar request to enable the Data Manager and Heads PA to support the publication of the marks on the student/MCAS portals and for the communication to be sent out to candidates/parents/carers
- Ensure they advise candidates when their centre assessed mark is going to be published and to advise candidates that they have 3 working days to challenge this mark. They must allow candidates to raise a review of centre assessed marks before the Centre submits their marks to the awarding body before their deadline dates
- Ensure they inform candidates if requesting a review of centre assessed marks that the mark may go up or down
- Ensure completion of all outcomes following a review of centre assessed marks 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 NEAs
- 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. If 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, 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 considered 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 candidate declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers must sign the candidate declaration form 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 declaration forms 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 the Senior Leadership Team (SLT) member who has management of that subject
- decisions will be made on an individual basis, on behalf of the Head of Centre by the named member of SLT who will consider the evidence presented, arrange for a written outcome to be provided to the candidate, outlining timescales and the process for appeal
- Before a final decision is made the candidate will be given an opportunity to respond to concerns and provide an explanation or supporting evidence
- This 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 able 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 e.g. in a competition, provided that the originals are stored securely 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 if 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 because of this request. Three working days is considered sufficient in normal circumstances. Where a candidate is unable to meet this deadline because of illness, absence or another exceptional circumstance, the Centre may consider an extension at the discretion of the Examinations Manager. The Centre reserves the right to extend this period in exceptional circumstances the named member of SLT who has oversight of examinations.

The Centre must complete all outcomes in writing to candidates who raise a review of centre assessed marks before marks are submitted to the awarding body and by their deadline dates. Where a suitably qualified member of staff is available, the review will be conducted by someone not involved in the original marking. Where this is not possible, the Centre will document the reasons and ensure an appropriate quality assurance process is followed. The Centre must ensure candidates are informed that once marks are submitted to the awarding body these are subject to the awarding body moderation process which can affect the centre marks submitted. Any changes to marks following the moderation process will not be known by the Centre until the publication of results in August.

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 where the Centre does not agree. 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. Candidates will not be able to request a post result service for the NEA element of their award.

The Centre will ensure that all NEA procedures are applied in a manner consistent with the Equality Act 2010. The Centre will make reasonable adjustments where required and ensure no candidate is disadvantaged because of a disability, medical condition, SEND or other protected characteristic.

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 permitted by the specification and reasonably possible within awarding body deadlines.

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 in accordance with awarding body regulations, evidence provided and whether equal opportunity can be maintained for all candidates, before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with HODs/Teachers.

If a NEA task was completed under formal supervision, a completely new task must be set under a new formal supervision.

Appeals Process for Centre Assessed Marks (NEA)

- 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 where is it below personal expectation; 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. Candidates will need to explain on what grounds they wish to request a review of centre assessed marks
- 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 Policy

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 Policy, which can be found on the school website under https://www.georgeabbot.surrey.sch.uk/examinations

Details of the Internal Appeals Policy will be published annually on the school website and made available upon request.

If a candidate remains dissatisfied following an outcome of an internal appeal, they should refer to the school's Complaints Policy.

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/