

GCSE & GCE Non-examination Assessment Policy

Last Reviewed: May 2019

Next Review: May 2020

1 Introduction

- As part of the 2007 review of GCSE & GCE qualifications and subject criteria, QCA commissioned a report on internal assessment in GCSE & GCE specifications. The report, which was published in June 2007, recommended that coursework should be replaced in the majority of subjects by non-examination assessment; this policy was reviewed in autumn 2009 with minor changes brought in taking into account the prevailing circumstances.
- This JCQ publication applies to reformed GCE and GCSE qualifications which have been accredited in England or Wales and which include a proportion of non-examination assessment. It provides subject teachers, senior leaders and heads of centre with a single, definitive source of generic guidance and instructions.
- 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'.
- Non-examination assessment is a form of internal assessment where the control levels formal (high), informal (medium) and limited (low) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the Centre and moderated by the awarding body.

2 Roles and Responsibilities

2.1 The Head Teacher(s) will:

- Ensure, on behalf of the Head of Centre, that each department carries out non-examination assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ).
- Co-ordinate, with Heads of Department, a schedule for non-examination to take place;
- Map overall resource management requirements for the year. As part of this, resolve:
 - Clashes/ problems over the timing or operation of non-examination assessments;
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.);
- Ensure all staff, students and parents have access to a calendar of events.
- Must inform candidates of their Centre assessed marks as a candidate is allowed to request a review of the Centre's marking before marks are submitted to the awarding body.
- Create, publish and update an Internal Appeals Policy for non-examination assessments.

2.2 Head Teacher(s) will ensure:

- The safe and secure conduct of non-examination assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated.
- All marking is standardised to the requirements.
- All teachers in each department understand their responsibilities with regard to non-examination assessment and are familiar with the contents of the JCQ publication "Instructions for conducting non-examination assessments."
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction.
- There is a clear policy in the department handbook on the carrying out of non-examination assessment and appropriate staff training takes place on an annual basis.
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar.
- Support staff are given sufficient notice in which to order and prepare materials needed for assessments.
- The Special Educational Needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements.
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices.
- Where videos or photographs/images of the candidates are to be included as part of the non-examination assessment, consent is obtained from parents/carers/guardians.
- A log is kept which contains:
 1. The date and time of each assessment together with its title
 2. The name of the supervising teacher
 3. A list of candidates who were present during the assessment
 4. A list of any absent candidates
 5. A log of any incidents which occurred during the assessment is kept for each non-examination assessment

2.3 Teaching staff must:

- Understand and comply with the general guidelines contained in the JCQ publication "*Instructions for conducting non-examination assessments.*"
- Understand and comply 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.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times.
- Supervise assessments (**at the specified level of control**) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark schemes provided by the awarding body. Share marks with Head Teacher, Head of Department and Exams Officer, keeping a record of the marks awarded.
- 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.
- Be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- Escalate and report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to the awarding body.

2.4 The Exams Officer will:

- He or she will issue a confidential password to teachers at the appropriate time and ensure that the teachers understand the confidential nature and examination integrity.
- Enter students for individual units, whether assessed by non-examination assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format of confidential materials.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where non-examination assessment cannot be conducted in the classroom arrange suitable accommodation where non-examination assessment can be carried out, at the direction of the Head Teacher.

2.5 The Special Educational Needs Co-ordinator will:

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

3 Good Practices

- Centre must remind candidates 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. The JCQ document Information for candidates – Guidelines when referring to examinations/ assessments through the Internet should be brought to the attention of candidates.
- At the start of a formal session of non-examination assessment candidates will be reminded to turn their phone off and disable alarms.
- Staff are encouraged to go through the JCQ *Notice to Candidates* (for non-examination assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

4 Student Malpractice

The Head of Centre will:

- Remind teaching staff that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice.
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body.
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Head of Centre will submit full details of the case to the relevant awarding body at the earliest opportunity.
- Supervise all investigations resulting from an allegation of malpractice.
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation.
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of Centre staff, candidates and any others involved.

5 Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their non-examination assessment beyond the guidelines contained within each specification.
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

Further information and guideline can be found here:

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