



## NON-EXAMINATION ASSESSMENTS (NEA) POLICY

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Status	Non-Statutory	Date created	December 2010
Any other statutory names for this policy (where applicable)		Date first approved	January 2011
Responsibility for this policy (job title)	Exams Officer	Date last reviewed	November 2019
Governors' Committee with responsibility for its review	School Performance	Frequency of review	Every year
Tick here if Bucks Policy attached in its entirety		To be put on the school website?(Yes/No)	Yes
Approval necessary	Committee		

### Legislation

We are required to have a Non-Examination Assessment (NEA) Policy by the Joint Council for Qualifications (JCQ) and this policy should be read in conjunction with JCQ's 2019/20 instructions for conducting non-examination assessments.

### Aim

To ensure that all aspects of NEA are understood by all involved and applied by those with responsibilities.

### Introduction

Non-Examination Assessment applies to some GCSE and A Level subjects. The rules can vary across subjects but are strictly defined by the qualifications regulator. NEA measure subject-specific knowledge and skills that cannot be tested by timed written papers.

### The Non-Examination Assessment process

There are three stages to the process:

- task setting
- task taking
- task marking

### **Task setting**

- Task setting outlines who will set the task eg awarding body and/or teachers and what students have to do.
- Teacher-set tasks will be developed in line with awarding body requirements.
- Teachers will ensure that students understand the assessment criteria for any given assessment task.

### **Task taking**

- Task taking outlines how students go about taking the task and can be split into stages (eg research, analysis and write-up).
- Unless the awarding body's specification says otherwise, invigilators are not required and students do not need to be directly supervised at all times.
- Work can be completed without direct supervision, as long as the teacher is confident that this is the student's own.
- Teachers will ensure students are reminded not to plagiarise other material.
- Teachers will be mindful of the specification guidance on advice and feedback and will not provide model answers, writing frames or assistance that goes beyond general advice without recording this appropriately for the awarding body.
- Teachers must ensure the contributions of individual students are recorded accurately.
- Teachers will be aware of the awarding body's restrictions with regard to access to resources.
- Unless otherwise specified by the Awarding Body, candidates in informally supervised sessions can only take in preparatory notes. They will not be able to access the internet or bring in their own electronic devices.
- 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.

### **Task marking**

- Task marking outlines who will do the marking, eg awarding bodies and/or teachers.
- Teachers will not provisionally assess work and allow students to re-draft.
- Work to be assessed will be stored securely and will not be accessible to candidates once the assessment period is over.

## Responsibilities

The responsibilities of different groups are as follows:

### Leadership Team

- Ensure the Non-Examination Assessment Policy is fit for purpose.
- Accountable for the safe and secure conduct of NEA.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Coordinate with Subject Team Leaders to schedule NEA to ensure they are spread throughout the academic years of Key Stage 4 and share this on the Year 10 and Year 11 pages of the school website.
- Map overall resource management requirements for the academic year.
- As part of this resolve:
  - clashes/problems over the timing or operation of NEA.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc).
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for NEA.

### Subject Team Leaders

- Decide on the awarding body and specification for a particular qualification.
- Obtain the Non-Examination Assessment task details from the exam board in sufficient time to prepare for the assessments.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- Ensure that the appropriate percentage of overall assessment is taken in the year/exam series in which the qualification is certificated (if specified).
- Supply to the Exams Officer details of all unit codes for NEA.
- Liaise with the Exams Officer if special consideration is required.
- Ensure 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.
- Ensure that individual teachers fully understand their responsibilities with regard to Non-Examination Assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.

## Teaching staff

- Understand and comply with the guidelines for conducting NEA provided by JCQ.
- Understand and comply with the awarding body's specification for conducting NEA, 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 are stored securely at all times.
- Supervise assessments (at the specified level of control).
- Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure relevant display materials are covered up.
- Allow students who are absent, time to catch up.
- Ensure Subject Team Leaders are aware of any special consideration that may be required.
- Inform the Exams Officer of suspected malpractice.
- Ensure that students sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body.
- Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain students' work securely between assessment sessions (if more than one).
- Post-completion, retain students' work securely until the closing date for enquiries about results.
- In the event that an enquiry is submitted, retain students' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the Special Educational Needs Coordinator (SENDCo) for any assistance required for the administration and management of Access Arrangements.

## Exams Officer

- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where NEA cannot be conducted in the classroom, arrange suitable accommodation where NEA can be carried out at the direction of the Leadership Team.
- Request special consideration if appropriate.
- Follow the guidance from JCQ on whether or not we need to inform the Examination Boards of staff at AHS who have children due to take NEA or public examinations in the current season.

- Inform the Awarding Bodies of AHS staff that have children at AHS who are due to take public examinations in the current season.

### **Special Educational Needs Coordinator (SENDCo)**

- Ensure Access Arrangements have been applied for.
- Work with Teaching Staff to ensure requirements for support are met.

### **PAGs**

Practical Activity Groups (PAGs) for Biology, Chemistry and Physics A Levels are a compulsory part of the course and are assessed on a pass/fail basis. Students have to complete a minimum of 12 practical activities set by the awarding body following guidance from the Department for Education. Teachers will assess students against Common Practical Assessment Criteria (CPAC) issued by the awarding body. The CPAC define the minimum standard required for the achievement of a pass.

### **Authentication**

Each student must sign an authentication statement to confirm that the work they submit for final assessment is their own unaided work. All teachers must sign the authentication statement after the work has been completed confirming that the work is solely that of the student concerned and was completed under the required conditions. If the teacher has doubts about the authenticity of the work, they must not accept the student's work for assessment and record a mark of zero for internally assessed work. This will immediately be reported to the Leadership Team.

### **Absence**

Reasonable steps will be taken to try to accommodate the candidate in completing the NEA unit/component in a subsequent supervised session, including the consideration of a short extension.

Special consideration will only be applied if:

- the candidate has covered the whole GCSE course and has been fully prepared for the relevant NEA unit/component.
- the candidate was unable to complete the relevant NEA unit/component during the terminal examination series at the same time as her peers for an acceptable reason, ie a temporary injury, illness or other indisposition, and the NEA was scheduled for a restricted period of time.
- no alternative time to complete the assessment can be offered.
- the candidate has completed the percentage of the course outlined in the JCQ regulations.
- the centre supports the application for special consideration.

A reduced quantity of work will only be accepted if:

- the specification requires completion of more than one piece of work.
- all pieces of work are assessed against the same criteria.
- the candidate has completed at least one piece of work and all the assessment objectives have been covered at least once.
- the awarding body agrees.

### **Students with Access Arrangements**

If a student has an Access Arrangement for examinations, then consideration should be given to any arrangement given as part of their NEA.

### **Malpractice**

Students must not:

- submit work which is not their own.
- make their work available to other candidates through any medium, including social media.
- allow other students to have access to their own independently sourced material.
- assist other students to produce work.
- use books, the internet or other sources without acknowledgement or attribution.
- submit work that has been word processed by a third party without acknowledgement.
- include inappropriate, offensive or obscene material.

Teaching Staff must:

- 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.

### **Where malpractice is suspected the centre must proceed as follows:**

If irregularities are identified by the centre prior to the candidate signing the authentication statement (where required):

- The centre should deal with the irregularity under its own internal procedures.
- There is no requirement to report the irregularity to the awarding body. (The only exception to this is where the awarding body's confidential assessment material has been breached. The breach must be reported to the awarding body.)
- Details of any work which is not the candidate's own must be recorded on the record form.

If irregularities are identified by the centre subsequent to the candidate signing the authentication statement (where required):

- The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1.
- If malpractice is found the awarding body may apply a penalty.

If irregularities are identified by an examiner or moderator subsequent to the candidate signing the authentication statement (where required):

- The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

If a breach of the regulations on the part of the candidate is discovered after a candidate has signed the authentication statement, the awarding body may apply **one** of the following penalties:

- the piece of work will be awarded zero marks.
- the candidate will be disqualified from that component for that examination series.
- the candidate will be disqualified from the whole subject for that examination series.
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

## **Internal Appeals**

Once marks have been agreed by SLT, the student can make a formal internal appeal by following the internal appeals procedure which can be found on the Aylesbury High School website under [Curriculum: Exams: Internal Appeals Procedures](#).

## **Enquiries about results**

- We will make candidates aware of the arrangements for enquiries about results before they take any assessments.
- Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.
- 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 lowered 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.