

S32a NON EXAMINED ASSESSMENT (NEA) POLICY

Responsible:

**Vice Principal:
Achievement & Standards
March 2019
April 2020**

Approved by GB

Next Review:

Introduction

Non-examined assessment forms significant parts of final assessments at Key Stage 4, and Key Stage 5. These Principles, Procedures and Responsibilities ensure the effective operation of non-examined assessment.

Guiding Principles

Non-examined assessment is done under closely controlled and supervised conditions. Live non-examined assessment material is kept secure and confidential at all times.

The sharing of exemplar non-examined assessments or coursework undertaken in previous years' with students can be an effective teaching strategy. This is carefully monitored to ensure academic honesty, in accordance with JCQ guidance.

Staff Responsibilities

Subject Leader

- Ensure that the correct non-examined assessment task details are downloaded from the examination board and kept securely
- Ensure that all teachers in the department understand their responsibility with regards to non-examined assessment
- Liaise with external moderators; if applicable to your subject
- Ensure that all teachers have access to the teachers' notes and any other subject specific instructions
- Timetable when the non-examined assessment is to take place
- All, within the set timetable time for students to receive their marks and to request a review in their non-examined assessment marks prior to submission to the awarding body
- Inform the Examinations Officer when non-examined assessments are taking place and where
- Inform the Examinations Officer if non-examined assessments are to be held in the Grand Hall
- Order memory sticks from the Examination Officer in September for the coming year's assessments
- Label memory sticks with the student's name and ensure that they and all assessment materials are collected at the end of each lesson and stored securely



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- Keep records of attendance at each session. Absent students must be given the opportunity to sit a missed assessment at a later date; if time permits.
- Ensure that standardization of work has taken place and check that marks are correct
- Inform the Examinations Officer of any suspected malpractice
- Inform the Individual Needs Department on non-examined assessments so that Access Arrangements can be accommodated
- Ensure that all staff have access to the JCQ 'Instructions for conducting non-examined assessments' for the current academic year

Teaching Staff

- Ensure that the JCQ 'Instructions for conducting non-examined assessments' are complied with and that instructions have been read out to all students at the first assessment
- Remind students at the start of each session that the work must be their own
- Ensure that they have read all teachers' notes, subject specific instructions or any other additional information on the awarding body's website
- Ensure that students' work is stored securely between assessments
- Ensure that all students' work is kept securely until after the EARS (Enquiries About Results) deadline has passed
- Ensure that the Individual Needs Department is aware of assessment dates and that provision has been made for students in the group
- Ensure that all moderation is carried out in the Academy. Non-examined assessment work must not be taken out of the building
- Supervise the assessments at the level of control in the subject specification
- Ensure that all students have signed the awarding body authentication forms
- Ensure that the supervising teacher has signed the awarding body authentication form

Examination Officer

- Enter students for their non-examined assessment units
- Share awarding body deadline information with Subject Leaders
- Work with Subject Leaders to ensure that non-examined assessment marks are submitted to awarding bodies by the deadline
- Store confidential materials securely and issue to the appropriate member of staff at the designated time
- Ensure that an Internal Appeals Policy is in place at the Academy
- Remind all stakeholders of the requirements of the policies and procedures
- Ensure that all staff have access to the JCQ 'Instructions for conducting non-examined assessments' for the current academic year
- Supply invigilators to assessment sessions where stipulated by the specification

SENDCo/ Individual Needs Department

- Ensure that Access Arrangements have been applied for and approved
- Ensure that the required support is in place for non-examined assessment sessions
- Inform the Examinations Officer of Access Arrangements being provided for all non-examined assessments

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	Subject Leader/ Exams officer
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	Subject Leader/ Exams Officer
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	Subject Leader
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Subject Leader
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	Subject Leader
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Subject Leader/ Exams Officer
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	Subject Leader/ Exams Officer



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Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Subject Leader
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Subject Leader/ Exams Officer
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Subject Leader/ Exams Officer
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Subject Leader/ Exams Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject Leader/ Exams Officer
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENDCO/ Exams Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	Subject Leader/ Exams Officer
Candidate claims no advice and feedback given by subject teacher during the task-taking	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i>	Subject Leader/ Exams Officer



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stage	<i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Subject Leader/ Exams Officer/ Head of Centre
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Leader/ Exams Officer
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Leader/ Subject Teacher
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Leader/ Subject Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Subject Leader/ Exams Officer/ Head of Centre
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access</i>	Subject Leader and Director of IT



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	<i>for candidates is restricted between formally supervised sessions</i>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	Subject Leader
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	Subject Leader/ Subject Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Subject Leader
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	Subject Leader/ Exams Officer
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	Subject Leader/ Subject Teacher
Subject teacher not available to sign	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of</i>	Subject Leader



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authentication forms	<i>marking candidates work as part of the centre's quality assurance procedures</i>	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Leader/ Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject Teacher/ Subject Leader/ Exams Officer
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Subject Leader/ Exams Officer
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Subject Leader, Exams Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher/ Subject Leader
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher/ Subject Leader
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Subject Leader/ Exams Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Subject Leader/ Exams Officer
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i>	Subject Leader/ Exams Officer/



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	<p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	<p>Head of Centre</p>
<p>A teacher marks the work of his/her own child</p>	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	<p>Subject Leader/ Exams Officer</p>
<p>An extension to the deadline for submission of marks is required for a legitimate reason</p>	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	<p>Subject Leader/ Exams Officer</p>
<p>After submission of marks, it is discovered that the wrong task was given to candidates</p>	<p><i>Awarding body is contacted for guidance</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i></p>	<p>Subject Leader/ Exams Officer</p>
<p>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i></p>	<p>Subject Leader/ Exams Officer</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	<p>Subject Leader/ Subject Teacher</p>
<p>Deadline for submitting marks and samples of candidates work ignored</p>	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject</i></p>	<p>Subject Leader/ Exams</p>



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by subject teacher	<i>heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	Officer/ Head of Centre
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	Subject Leader