



## Poole Grammar School

### NON-EXAMINATION ASSESSMENT POLICY

The purpose of this policy is:

- To ensure the planning and management of non-examination assessments is conducted efficiently and in the best interests of students;
- To ensure the operation of an efficient process for the administration of non-examination assessments with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's non-examination assessment processes to read, understand and implement this policy.

#### **Procedures for Planning and Managing Non-Examination Assessment**

- Heads of Department are responsible for ensuring that non-examination assessments in their subject areas are planned and managed effectively and that appropriate procedures for the conduct of these assessments are in place
- Students will be made aware of the marking criteria before tasks are undertaken.
- Procedures for the conduct of assessment should follow the guidance provided in the JCQ document *'Instructions for conducting non-examination assessments'* and the guidance provided by awarding bodies.
- Candidates will be made aware of their responsibility to comply with the regulations for non-examination assessments as outlined in the JCQ document *Information for candidates – non-examination assessments*; particularly in relation to referencing sources, setting out references and plagiarism.
- Heads of Subject should ensure that staff involved in conducting assessments are appropriately trained and that training updates are provided as required
- The Exams Office should be advised by Heads of Subject of any changes to procedures for conducting non-examination assessment at subject level.
- Candidates will sign a declaration confirming that the work they submit for final assessment is their own unaided work and teachers will sign a declaration of authentication.
- Candidates' work for assessment will be stored securely within the centre.
- Centre assessed marks will be submitted to the Exams Boards by the date required. Candidates' work required for moderation or external assessment will be dispatched in accordance with exam board regulations and any work not required for moderation purposes will be stored securely until all possible post results services have been exhausted.
- Any instances of malpractice identified in relation to non-examination assessment will be dealt with in accordance with JCQ regulations as detailed in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

- Heads of Subject should ensure that staff involved in conducting assessments are appropriately trained and that training updates are provided as required
- The Exams Office should be advised by Heads of Subject of any changes to procedures for conducting non-examination assessment at subject level.

## **Staff Responsibilities**

### **Senior Leadership Team**

- Accountable for the safe and secure conduct of non-examination assessment at whole School level. Ensure assessments comply with current JCQ guidelines and awarding bodies' subject-specific instructions.
- 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
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for non-examination assessments.
- Support heads of subject in ensuring that appropriate procedures are in place for the conduct non-examination assessments
- In liaison with heads of subject ensure that appropriate marking standardisation/moderation processes are in place

### **Heads of Department**

- At the start of the academic year, co-ordinate with Senior Management and collate deadlines for non-examination assessments.
- Decide on the awarding body and specification
- Plan and schedule non-examination assessments.
- Set tasks in accordance with instructions and guidelines contained in the awarding body specification. 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 appropriate procedures for the conduct of these assessments are in place, following the guidance provided in the JCQ document '*Instructions for conducting non-examination assessments*' 2017-2018, and the guidance provided by awarding bodies.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment and are appropriately trained and receive training updates as appropriate
- Ensure that students and supervising teachers sign authentication forms as required on completion of an assessment
- Plan and implement standardisation of the marking of all teachers involved in assessing an internally assessed component.

- 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.
- Inform the Exams Office of any changes to procedures for conducting non-examination assessment at subject level

### **Teaching staff**

- Understand and comply with the general guidelines contained in the current JCQ publication '*Instructions for conducting non-examination assessments*'
- Understand and comply with the awarding body specification for conducting assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Provide students with a copy of the marking criteria to enable them to understand how their work is assessed
- 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 appropriately and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Mark non-examination assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Liaise with the SEN Department for any assistance required for the administration and management of access arrangements.

### **Exams Officer**

- Distribute JCQ information for candidates and plagiarism documents to all candidates each year.
- Enter students for individual non-examination assessments as required
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines. (Where online data entry is required for centre assessed marks, teachers should provide the Exams Officer with lists to submit marks online)

### **SEN Department**

- Ensure appropriate access arrangements have been applied for in a timely manner.
- Work with teaching staff to ensure requirements for support staff are met.

## Poole Grammar School Non-Examination Assessment Risk Management Process

Potential risk	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Non-examination assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with School calendar – negotiate with other parties	Heads of Department Senior Leadership
Too many non-examination assessments close together across subjects	Plan assessments so that they are as appropriately spaced taking account of constraints of external deadlines	Space assessments to allow candidates and assessors appropriate time	Heads of Department Senior Leadership
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessments	Use more than one classroom or book larger, more suitable spaces where required	Heads of Department Exams Officer
IT facilities are required and not available in regular classrooms	Establish whether regular classroom has required IT facilities	Book appropriate rooms if required	Heads of Department Exams Officer

Potential Risk	Possible remedial action		Staff
	Forward planning	Action	
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates <b>where possible</b>	Book candidates in to alternative sessions as required	Heads of Department
<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Heads of Department
<b>Supervision</b>			
Teaching staff do not understand that the supervision of non-examination assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Updates and any changes in regulations to be forwarded to staff as appropriate	Heads of Department Exams Officer

Potential Risk	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	Head of Department
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Department
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Heads of Department Exams Officer IT Network
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Heads of Department Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage	Find alternative storage within the centre	Heads of Department Exams Officer

Potential Risk	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline  Seek guidance from awarding body on further action	Heads of Department
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Heads of Department  Exams Officer
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign  Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Teachers  Head of Department
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature  Ensure authentication forms are signed as work is marked	Subject Teachers  Heads of Department  Exams Officer

Potential Risk	Possible remedial action		Staff
	Forward planning	Action	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Head of Department
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Head of Department

Author	Dawn Jones/Andy Baker	
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