



MYDDELTON COLLEGE

JCQ Non-Examinable Assessment Policy

Outlining staff responsibilities – GCSE non-examinable assessment

Head of Centre

- Ensures that this policy is fit for purpose.
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior Leadership Team

- Accountable for the safe and secure conduct of non-examinable assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule non-examinable assessments. (It is advisable that non-examinable assessments be spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/problems over the timing or operation of non-examinable assessments
 - 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 non-examinable assessments.
- Ensure any allegations of malpractice are dealt with in accordance with JCQ Suspected Malpractice in Examinations and Assessments.

Heads of Faculty/Subject Lead Teachers

- Ensure that at least 40 per cent of overall assessment (non-exam and/or external assessment) is taken in the examination series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Supply to the *Examinations Officer* details of all unit codes for non-examinable assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities regarding non-examinable assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject-specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure the sample requested by the awarding body is processed correctly and posted requesting 'proof of posting' or uploaded onto the secure site as requested.

Teaching Staff

- Understand and comply with the general guidelines contained in the current JCQ publication *Instructions for conducting non-exam assessments*.
- Understand and comply with the awarding body specification for conducting non-examinable 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 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 that students and supervising teachers sign authentication forms on completion of an assessment as required.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the awarding bodies secure website when required, 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. 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 appropriate additional learning needs coordinator (ALNCO) for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter students for individual units, whether assessed by non-examinable assessment, external examination or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- Where confidential materials are directly received by the Examinations Officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Ensure teaching staff have secondary accounts for the awarding bodies secure website and access to input assessment marks.
- On the few occasions where non-examinable assessment cannot be conducted in the classroom arrange suitable accommodation where non-examinable assessment can be carried out, at the direction of the senior leadership team.

Additional Learning Needs Coordinator

- Ensure access arrangements have been applied for.
- Ensure that staff are informed of candidates with access arrangements at the start of the course, allowing arrangements to be made in class and in non-examinable assessments

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	R – IJL/AJA A – IJL/AJA C – HoFs I – All Teaching Staff
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	R – IJL/AJA A – IJL/AJA C – HoFs I – All Teaching Staff
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-exam assessment	Use more than one classroom or multiple sittings where necessary	R – IJL A – IJL C – HoFs I – All Teaching Staff
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		R – IJL A – IJL C – HoFs I – All Teaching Staff

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	R – 1010/IJL A – 1010/IJL C – HoFs I – SLT
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	R – IJL/PGJ A – IJL C – HoFs I – All Teaching Staff
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	R – 1010/IJL A – 1010/IJL C – HoFs I – All Teaching Staff
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		R – HoFs A – IJL/HoFs C – IJL/HoFs I – All Teaching Staff
Candidates have a scheduling clash for exams or assessment (possibly off-site on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes Please note: retakes of non-exam assessment are limited	R – IJL A – IJL C – HoFs I – All Teaching Staff

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	R – IJL A – IJL/Subject Staff/HoFs C – All Teaching Staff I – All Teaching Staff
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	R – IJL/AJA A – HoFs C – All Teaching Staff I – All Teaching Staff
Teaching staff/assessors do not understand supervision of non-exam assessment is their responsibility	Ensure teaching staff/assessors understand nature of non-exam assessments and their role in supervision		R – IJL A – HoFs C – All Teaching Staff I – All Teaching Staff
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any non-exam assessment where a teacher/assessor is not supervising, in line with the awarding body specification		R – IJL A – IJL C – HoFs I – All Teaching Staff

* Not all non-exam assessment, will require the completion of a study diary or study plans.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification*	Seek guidance from the awarding body	R – IJL/AJA A – HoFs C – All Teaching Staff I – All Teaching Staff
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	R – IJL/AJA A – HoFs C – All Teaching Staff I – All Teaching Staff
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	R – IJL A – IJL/HoFs C – All Teaching Staff I – All Teaching Staff
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	R – IJL A – IJL/HoFs C – All Teaching Staff I – All Teaching Staff
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	R – IJL A – IJL/HoFs C – SLT I – All Teaching Staff

* All tasks, whether set by the awarding body or the centre/consortium, must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action	R – All Teaching Staff A – HoFs C – AJA/IJL/HoFs I – All Teaching Staff
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines	Seek guidance from awarding body	R – All Teaching Staff A – HoFs C – IJL/AJA/HoFs I – All Teaching Staff
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	R – All Teaching Staff A – HoFs/Teaching Staffs C – IJL/AJA/HoFs I – All Teaching Staff
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	R – All Teaching Staff A – HoFs/Teaching Staff C – IJL/AJA/HoFs I – All Teaching Staff

Example risks and issues	Possible remedial action		Staff (use 'RACT' to determine who should be listed)
	Forward planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	R – All Teaching Staff A – HoFs/Teaching Staff C – IJL/AJA/HoFs I – All Teaching Staff
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted	Check with the awarding body whether a later standardisation event can be arranged	R – HoFs A – AJA/IJL/HoFs C – HoFs/AJA/IJL I – All Teaching Staff