



If you can dream it...
Ysgol Bae Baglan

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Non – Examination Assessment Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: 4/12/24

Chairman *E.V. Latham*

Definition

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:

Task setting, task taking and task marking.

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, to submit nonexamination assessment marks to the relevant awarding body.
- In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, dispatch students' assessments for moderation.
- In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, make appropriate arrangements for the security of non-examination assessment materials

Head of Department

- To be familiar with JCQ instructions for conducting non-examination assessment
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To 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.

- To undertake appropriate departmental standardisation of non-examination assessments
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of non-examination assessment materials

SENCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements
- In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements

Subject Teachers

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of Controlled Assessments • 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.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting

In accordance with specific GCSE awarding body guidelines, Subject Learning Leaders will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task

Task Taking

Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required. Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material. Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice. Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. The centre must disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

Reviews of marking - centre assessed marks (GCSE controlled assessments and GCSE non-examination assessments)

Ysgol Bae Baglan is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Ysgol Bae Baglan is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

Departments must plan to complete the following activities ahead of the awarding bodies published deadlines for the submission of marks.

1. Ysgol Bae Baglan will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body †.
2. Ysgol Bae Baglan will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Ysgol Bae Baglan will, having received a request for copies of materials, promptly make them available to the candidate.
4. Ysgol Bae Baglan will provide candidates with sufficient time to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking must be made in writing.
6. Ysgol Bae Baglan will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Ysgol Bae Baglan will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review ‡.
8. Ysgol Bae Baglan] will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Ysgol Bae Baglan and is not covered by this procedure.

‡ These materials could include a copy of their marked work, the relevant specification and associated subject-specific documents.

‡ This may be a third party, provided they meet the conditions defined above.

Enquiries about results

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

Factors affecting individual candidates

If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school. Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat Non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders. If a Non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.