

SCHOOL POLICY

Non-Examined Assessment Policy

Effective Date :	May 2017
Last modified :	23/05/2017
Document no :	SP 06.05.002
Replaces Version :	SP 06.05.001
Approved:	Page 1 of 8

Table of Contents

[1.](#) Definition..... 1

[2.](#) Senior Leadership Team..... 2

[3.](#) Heads of Department/Subject..... 2

[4.](#) Teaching Staff..... 3

[5.](#) Students 4

[6.](#) Examinations office staff..... 5

[7.](#) Loss Of Work 5

[8.](#) Special educational needs coordinator/additional learning support 6

[9.](#) Security arrangements when using ICT as part of non-examined assessments 6

[10.](#) Other Related Policies 8

[11.](#) Monitoring and Review 8

12. Approval/Amendment 8

13. Questions 8

1. Definition

For the purposes of this policy, non-examined assessment refers to any assessment which forms part of an awarding body’s qualification (Entry Level, GCSE, GCE) which is not the subject of a terminal examination. This will include controlled assessment, coursework and any other form of non-examined assessment, for example a science practical.

All relevant members of staff must understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* and *Information for candidates – non-examination assessments*.

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Non-Examined Assessment Policy

Effective Date : May 2017

Last modified : 23/05/2017

Document no : **SP 06.05.002**

Replaces Version : **SP 06.05.001**

Approved:

Page 2 of 8

2. Senior Leadership Team

The SLT is accountable for the safe and secure conduct of non-examined assessments. They must ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, the Deputy Headteacher will begin coordinating with heads of department/subject to schedule non-examined assessments. (It is advisable that they be spread throughout the academic years of key stages 4 and 5).

The Deputy Headteacher will map overall resource management requirements for the year. As part of this the following must be resolved:

- clashes/problems over the timing or operation of non-examined 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.

Publish and update an internal appeals policy for non-examined assessments.

3. Heads of Department/Subject

Their role is to:

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to non-examined 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.

 Woodford County High School for Girls SCHOOL POLICY Non-Examined Assessment Policy	Effective Date :	May 2017
	Last modified :	23/05/2017
	Document no :	SP 06.05.002
	Replaces Version :	SP 06.05.001
	Approved:	Page 3 of 8

- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

4. Teaching Staff

They must:

- Understand and comply with the awarding body specification for conducting non-examined assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Make candidates aware of the criteria used to assess their work. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version of the mark scheme, provided that it is not specific to the work of an individual candidate or group of candidates.
- Ensure that candidates 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*
- Supply to the exams office details of all unit codes for non-examined assessments.
- 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.

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Non-Examined Assessment Policy

Effective Date :	May 2017
Last modified :	23/05/2017
Document no :	SP 06.05.002
Replaces Version :	SP 06.05.001

Approved:


Page 4 of 8

- Mark internally 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.
- 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 appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Inform candidates of the marks which have been submitted to the awarding body, but in so doing must make it clear that those marks are subject to change through the moderation process. **Candidates should be advised of their marks within a sufficient period of time to allow for any internal appeal to be conducted prior to the submission of centre marks to the awarding body.**

5. Students

Students must be made aware of the assessment regulations specific to their course of study and as outlined in the JCQ document *Information for candidates – non-examination assessments*.

Reasonable arrangements must be in place by departments to allow students to make up time missed owing to unavoidable absences. As far as possible these sessions should be timetabled within the overall non-examined assessment period. If students fail to attend these catch-up sessions they will not be allowed any additional time. A letter should be sent home advising the parents/carers of these dates. In the case of an absence through sickness, the student must produce a written note from their parents/carers explaining the reason for absence.

 Woodford County High School for Girls SCHOOL POLICY Non-Examined Assessment Policy	Effective Date :	May 2017
	Last modified :	23/05/2017
	Document no :	SP 06.05.002
	Replaces Version :	SP 06.05.001
	Approved:	Page 5 of 8

If a student is absent through sickness on a second occasion (ie they have been present in the intervening period) then they will be required to produce a doctor's note to explain their absence.

6. Examinations office staff

It is the Examination Officer's responsibility to:

- Enter students for individual units, whether assessed by non-examined assessment, external exam or on-screen test, before the deadline for final entries. Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body. The centre must contact the awarding body as soon as possible to request an extension.
- Enter students' 'cash-in' codes for the terminal examination series.
- 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, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where non-examined assessment cannot be conducted in the classroom, arrange suitable accommodation where the assessment can be carried out, at the direction of the senior leadership team.

7. Loss Of Work

If a candidate's work has been lost, they may be eligible for special consideration:

SCHOOL POLICY

Non-Examined Assessment Policy

Effective Date :	May 2017
Last modified :	23/05/2017
Document no :	SP 06.05.002
Replaces Version :	SP 06.05.001
Approved:	Page 6 of 8

Candidate responsible for loss	<ul style="list-style-type: none"> The loss is a consequence of negligence on the part of the candidate. 	Not eligible for special consideration.
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Centre responsible for loss	<ul style="list-style-type: none"> The loss is not a consequence of negligence on the part of the candidate. The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress. 	Eligible for special consideration.
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Refer to the JCQ document *A guide to the special consideration process* on how to proceed if the candidate is deemed eligible.

8. Special educational needs coordinator/additional learning support

The responsible member of staff will:

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

9. Security arrangements when using ICT as part of non-examined assessments

Administration of non-examined assessments (CA) must comply with the ICT usage allowance and Internet Access Guidance document for the specific subject.

The Head of Department and teacher responsible for overseeing any non-examined assessments must understand the authenticity control levels of Control: Limited and High.

ICT security issues during the High level of control phase (may vary by subject).

SCHOOL POLICY

Non-Examined Assessment Policy

Effective Date :	May 2017
Last modified :	23/05/2017
Document no :	SP 06.05.002
Replaces Version :	SP 06.05.001
Approved:	Page 7 of 8

There is always the possibility of malpractice by one or more students. The Specifications are very clear about what is and is not allowed during the High control phase in relation to ICT.

Students:

- Can use a laptop or pc
- Can use spell checks and grammar checks
- Must not have access to the Internet/e-mail or secondary sources.
- Must not wear wristwatches.
- Work must be kept secure by staff after each session.

Candidate research folders:

- All students' work must be retained at all times.
- Research work and completed work must be stored somewhere secure.
- If students are able to use ICT throughout the process, their work may be kept in a central folder, held on the school centre network and only accessible during specified times.
- Written work may be stored in candidate research folders along with time and work record sheets. Students have access to these folders in the lessons and hand them back to you at the end of each lesson. The key time for checking these folders is immediately before moving into the High level of control phase.

New material in the High level of control

- This refers to any 'hard' material, text, pictures, resources, Internet material, etc. Only what has been put into the research files in the Limited level of control can be carried through to the High level of control phase. Students may bring in new ideas or factual material in their heads
- Net Support school software must be used during non-examined assessment lessons to lock down internet access when no longer permitted and to ensure students are using PCs for legitimate purposes.
- Net Support school software must be used during non-examined assessment lessons to lock down access to any USB drives and Office 365 and to ensure students are using PCs for legitimate purposes.

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Replaces Version : **SP 06.05.001**

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Page 8 of 8

10. Other Related Policies

Exam Contingency Plan (SP06.06); Controlled Assessment Malpractice And Appeals Policy (SP06.02); Examinations Policy (SP06.06); Special Educational Needs Policy (SP04.02); Curriculum Policy (SP06.01/002)

11. Monitoring and Review

When monitoring this policy through its committee work, the governing body will:

- require the Headteacher to report to the governors on the way the policy is being implemented.

This policy will be reviewed by the Governing Body every 2 years, or earlier if considered necessary.

12. Approval/Amendment

This policy is approved by the Governing Body of Woodford County High School. Any amendments to this Policy require approval by the Governing Body of Woodford County High School.

13. Questions

If you have any questions about this policy, please contact the Deputy Headteacher, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.