



Kings Langley School

Unlocking Potential for Life

Non-Examination Assessment Policy

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Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do. We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.



Purpose

This policy aims to:

- Cover procedures for planning and managing non-examination assessments.
- Define staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ publication: *Instructions for Conducting Non-Examination Assessments*, which we refer to when carrying out non-examination assessments.

This policy also takes into account the latest editions of the JCQ publications: *Post-Results Services*, *Sharing Assessment Material and Candidates' Work* and *General Regulations for Approved Centres*.

Definition

Non-examination assessment is a form of internal assessment for reformed GCSE and GCE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. This policy applies to all GCSE and GCE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

Roles and Responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

Head of Centre

- Ensuring that the centre's non-examination assessment policy is fit for purpose.
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject specific instructions.
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.



- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.

Senior Leaders

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject specific instructions.

Learning Area and Subject Leaders

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant. This should be consistent across all teaching groups.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times.
- Undertaking appropriate cross faculty standardisation of non-examination assessments.

Teachers

- Understanding and complying with JCQ instructions for conducting non-examination assessments.
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marking internally assessed work to the criteria provided by the awarding body.

Exams Officer

- Supporting the administration and management of non-examination assessment including

Special Educational Needs Coordinator (SENCO)

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.



Task Setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, Learning Area and Subject Leaders/teachers will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

Task Taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Supervision

- Invigilators are not required.
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'.
- Candidates do not need to be directly supervised at all times.
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body.
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated.
 - The work that an individual candidate submits for assessment is his/her own.
- As prescribed by the individual subject specifications, work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates.
- The teacher will also:
 - Ensure that candidates understand the need to reference work.
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material.

Advice and Feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level.



- Having provided advice at a general level, allow candidates to revise and redraft work.
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations as described by the individual specifications to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources.
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Group Work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned.
 - The work was completed under the required conditions.
 - Signed candidate declarations are kept on file.



If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

Task Marking

Internally Assessed Work

- Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation consistent with the individual subject's specification will be used to provide evidence to indicate how and why marks have been awarded.
- It is the responsibility of the Learning Area or Subject Leader to complete the pre-prepared internal marksheet provided for them by the Exams Officer. Final marks entered on the marksheet should be checked carefully so that they match the marks given on the students work. Once marks are issued to students, no changes to marks can be made. The completed marksheet should be returned to the Exams Officer by email.
- Candidates will be informed of internally assessed marks so they have the opportunity to request a review of the centre's marking before marks are submitted to the awarding body.
- We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Externally Assessed Work

- The format of external assessment will depend on the awarding body's specification and the component being assessed.
- Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.
- Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body

For further details on the dissemination of marks to students, please see the *Non-Examination Assessment Appeals Policy*.

Malpractice

The Head of Centre and Senior Leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on: *Sharing Assessment Material and Candidates' Work*.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium, including social media.
- Allow other candidates to have access to their own independently sourced material.
- Assist other candidates to produce work.
- Use books, the internet or other sources without acknowledgement or attribution.



- Submit work that has been word processed by a third party without acknowledgement.
- Include inappropriate, offensive or obscene material.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

For further details, please refer to the *Malpractice Policy*.

Reviews of Results

For further details, please refer to the *Non-Examination Assessment Appeals Policy*.