|  |  |
| --- | --- |
|  | Charles Darwin School  Non examined assessment policy |

**Persons Responsible:**

**Governors: Curriculum Committee**

**Author: Examinations Officer**

**Date: January 2017**

**Reviewed January 2019**

**Next Review Due: January 2021**

Contents

[1. Definition 3](#_Toc473542522)

[2. Responsibilities 3](#_Toc473542523)

[2.1. Head of Centre **Sunil Chotai**: 3](#_Toc473542524)

[2.2. Senior Leadership Team **Mick Boyden**: 3](#_Toc473542525)

[2.3. Examinations Officer **Lynne Clough**: 3](#_Toc473542526)

[2.4. Head of Faculty: 4](#_Toc473542527)

[2.5. SENCO 5](#_Toc473542528)

[2.6. Subject Teachers 5](#_Toc473542529)

[3. Task Setting 6](#_Toc473542530)

[4. Task Taking 6](#_Toc473542531)

[5. High Control 6](#_Toc473542532)

[6. Medium Control 7](#_Toc473542533)

[7. Limited Control 7](#_Toc473542534)

[8. Authentication 7](#_Toc473542535)

[9. Task Marking 7](#_Toc473542536)

[10. Enquiries about results 8](#_Toc473542537)

[11. Factors affecting individual candidates 8](#_Toc473542538)

1. Definition
   1. 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. Non-examination assessment applies control over internal assessment at three stages:

* Task setting, Task taking and Task marking
* Each stage is subject to a level of control, there are three levels of control:  
  High, Medium and Limited.
  1. The level of control may differ between stages.

1. Responsibilities
   1. Head of Centre **Sunil Chotai**:

* To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
* Responsible to relevant GCSE and GCE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications
  1. Senior Leadership Team **Mick Boyden**:
* Accountable for the safe and secure conduct of controlled and non-examination assessments, ensuring compliance with JCQ guidelines and awarding bodies’ subject specific instructions.
* Co-ordinate with Heads of Faculty for scheduling non-examination assessment sessions where relevant.
* Ensure that sufficient resources will be available and resolve clashes arising from use of facilities, availability of candidates and other activities in the school.
* Ensure all Staff involved are kept informed. 
  1. Examinations Officer **Lynne Clough**:
* 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 and GCE awarding body.
* In collaboration with Heads of Faculty and subject teachers, to submit non-examination assessment marks to the relevant awarding body.
* In collaboration with Heads of Faculty and subject teachers, dispatch students’ assessments for moderation.
* Where confidential materials are received directly by the exams office, make appropriate arrangements for the security of non-examination assessment materials.
* Provide assistance and external invigilation for non-examination assessment if requested by Teaching Staff.
  1. Head of Faculty:
* 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 and GCE awarding body.
* Staff must consult the relevant awarding body’s specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres
* **Where the centre is responsible for task setting, centres may**:
* select from a number of comparable tasks provided by the awarding body; or
* design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification. Where centres are responsible for task setting they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Centres must refer to the awarding body’s specification.
* In A level Geography the Ofqual Subject-Level Conditions and Requirements stipulate that each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate. Centres may give general guidance but they must not provide candidates with a choice of titles or tasks from which candidates choose.
* Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
* Ensure that staff use the correct task for the year of submission.
* To liaise with the Examinations Officer 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.
* To submit non-examination assessment marks to the Exams Office when requested for submission to the relevant awarding body.
* To submit candidates’ assessment task for moderation to the Exams Office when requested for despatch to the relevant awarding body.
* To ensure the security of non-examination assessment materials when the material is in the Department.
* For Ofqual regulated GCSE Computer Science it should be noted that whilst the programming project tasks themselves no longer contribute to the candidate’s grade, they are still an important part of the course and contribute to candidates’ learning. Therefore, centres must continue to give candidates the opportunity (20 hours within the timetable) to complete the tasks. Centres should refer to individual awarding bodies’ specifications for details. Failure to comply with the requirement will be subject to a malpractice/maladministration investigation.
  1. SENCO
* To be familiar with JCQ instructions for conducting non-examination assessment with reference to access arrangements.
* To work with Teaching Staff to ensure requirements for support Staff are fulfilled and that Access arrangements are in place.
  1. 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.
* Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates
* If you give any assistance which goes beyond general advice, for example:

• provide detailed specific advice on how to improve drafts to meet the assessment criteria;

• give detailed feedback on errors and omissions which limits candidates’ opportunities to show initiative themselves;

• intervene personally to improve the presentation or content of work; then you must record this assistance and either take it into account when marking the work or submit it to the external examiner. Annotation should be used to explain how marks were applied in the context of the additional assistance given. You must not provisionally assess work and then allow the candidate to revise it. In all subjects you must not provide any type of assistance which is explicitly prohibited in the specification. Assistance must not be given if there is no means to record it and to take account of it in the marking. Failure to follow this procedure constitutes malpractice.

* 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 should inform candidates of the marks 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 non-examination 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 SENCO and the Examinations Officer for any assistance required for the administration and management of access arrangements.

1. Task Setting
   1. In accordance with specific GCSE and GCE awarding body guidelines, Heads of Faculty will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.
   2. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.
2. Task Taking
   1. 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.
   2. 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.
   3. 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.
   4. Centres must ensure that candidates understand what they need to do to comply with the regulations for non-examination assessments. This is outlined in the JCQ document Information for candidates – non-examination assessments: http://www.jcq.org.uk/exams-office/information-for-candidates-documents .
3. High Control
   1. The use of resources is tightly prescribed and normally restricted to the candidate’s preparatory notes. Candidates must be directly supervised throughout the sessions and these should be no interaction with other candidates, candidates must complete their work independently. Display materials which might provide assistance are removed or covered and no assistance of any description is provided. These should be no access to email, internet or mobile phones.
   2. If material is brought into formally supervised sessions via laptop or phones then checks must be carried out to ensure material stored on the devices is permissible and devices must be securely stored between sessions. No new resources should be introduced between formally supervised sessions and materials must be collected and stored securely at the end of each session and not be accessible to candidates.
4. Medium Control
   1. Candidates do not need to be directly supervised at all times and the use of resources, including the internet, is not tightly prescribed, However Heads of Faculty should refer to the specifications or subject specific guidance before commencing a non-examination assessment.
   2. The Centre must ensure that all candidates have the opportunity to participate in an assessment and that the work the candidate submits is their own and can be authenticated as such.
5. Limited Control
   1. When limited control is specified work may be completed outside of the Centre without direct supervision. Candidates may have to gather information from published sources when researching and planning their tasks and are allowed unrestricted access to the internet and any electronic and printed resources available. They may also be able to work in groups if the Specification permits this.
6. Authentication
   1. 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. Teachers should be sufficiently familiar with candidate’s general standard of performance to judge whether a piece of work submitted is within their capabilities.
   2. Teachers must 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

1. Task Marking
   1. 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.
   2. 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.
   3. 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 or any enquiry concerning malpractice.
   4. In the event of the loss of candidates’ work either by candidate or teacher please contact the examinations office for advice.
   5. Before the submission of work for formal assessment, centres must remind candidates to always keep their work secure and not to publicise their work such as posting it on social media. The JCQ document Information for candidates – social media must be brought to the attention of candidates: https://www.jcq.org.uk/exams-office/information-for-candidates-documents
   6. During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, e.g. in a competition, provided that the originals are stored securely by the centre. Any material which is not required for moderation purposes (or any subsequent review) may also be freely used by the candidate. This applies to artefacts in Design & Technology where only photographic evidence is needed for moderation and any subsequent review. Where original work is used for moderation, as in Art & Design, a teacher must be present if, during this period:

• Assessed work is exhibited;

• A candidate takes assessed work to an interview;

• The work is removed from secure storage for any other reason

1. Enquiries about results
   1. 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.
   2. Internally assessed work that is not required for the moderation sample and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for requesting a review of results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the review of results and any subsequent appeal has been completed.
2. Factors affecting individual candidates
   1. If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised.
   2. The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.
   3. 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.
   4. 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.

**Practical Skills Endorsement for the A Level Sciences designed for use in England**

The assessment of practical skills is a compulsory requirement of A level Biology, Chemistry, Geology and Physics qualifications.

• It will not contribute to the A level grade;

• No marks will be assigned –

It will be assessed holistically and reported as Pass or Not Classified;

• It will be assessed on a ‘competency’ basis using agreed Common Practical Assessment Criteria (CPAC). Candidates must consistently and routinely meet all of the criteria to be awarded a Pass at the end of the course;

• there will be a monitoring visit to each centre which will focus on checking that teachers are implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly.

Lead teachers must ensure that all other teachers of that science within the centre can apply the standards appropriately.

The head of centre must sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities. Candidates who consistently and routinely demonstrate the required standard across all of the CPAC, incorporating all of the skills, apparatus and techniques (as defined in the respective appendix of the DfE subject content), will receive a Pass at the end of the course.

Centre record-keeping

Each centre must keep a written record of the following:

• plans to carry out sufficient practical activities which meet the requirements of CPAC, incorporating skills and techniques detailed in the respective appendix of the DfE subject content over the course of the A level;

• Each practical activity undertaken and the date when it was completed;

• The criteria being assessed in that practical activity;

• Candidate attendance;

• Details of which candidates met the criteria and which did not;

• candidate work showing evidence required for the particular task with date(s), together with any associated materials provided for the practical activity e.g. written instructions given.

Candidate record keeping

Candidates must keep a record of their practical work, including their assessed practical activities and the dates. The format is not prescribed, as it is important that candidates record their practical experiences in their own ways. It could include:

• Lab books (allowing all records to be kept in one place);

• Candidates’ folders;

• Computer-based systems;

• Pre-printed workbooks.

Monitoring Quality assurance of the practical endorsement is supported by visiting monitors from the awarding bodies. Each centre will be visited (or will have been visited) at least once, in at least one of the sciences, during the period September 2019 to May 2021. The purpose of the visit is to ensure that the centre is implementing the requirements of the practical endorsement appropriately and applying the assessment criteria (CPAC) correctly. The monitoring process is not intended to moderate or adjust the results of individual candidates.

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

GCSE English Language has an endorsed component covering Spoken Language. This endorsement has several features which distinguish it from most general qualifications components, in particular: • it will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification;

• No marks will be assigned – it will be assessed holistically as a grade;

• It will be assessed on a ‘competency’ basis using agreed common criteria – to be awarded a grade candidates must achieve all of the criteria for that grade. The endorsement will be assessed by centres.

There will be monitoring arrangements through which awarding bodies will check that: • centres have used appropriate tasks;

• centres have applied the assessment criteria correctly and consistently – no adjustments will be made to centres’ assessments.

For monitoring purposes, each centre is required to provide audio-visual recordings of the presentations of a sample of candidates.

Certificate will be issued for GCSE English Language where the candidate has been awarded a grade (9-1). The result for the endorsement (including Not Classified) will be reported on the certificate.

The head of centre must sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement and to fully demonstrate their Spoken Language abilities.

• Candidates must identify the subject for their presentations in advance and agree it with their teacher.

• Presentations must be planned and organised.

Candidates should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades. • Candidates may use pre-prepared notes to assist them during their presentations but this is not a requirement.

• There are no word limits, page restrictions or other limitations regarding notes.

• Teachers should advise candidates that reading entirely from pre-prepared notes is unlikely to enable them to access the criteria for the higher grades which require engagement with the audience. As part of or following the presentation, candidates must listen to and respond appropriately to questions and feedback. Therefore, task taking also includes the following requirements:

• Candidates must give their presentations to an audience, which must always include the teacher.

• The size and composition of the audience should be determined by the teacher, in discussion with the candidate.

• Where the audience is only the teacher, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview)

Assessment and internal standardisation:

Candidates should be assessed either live or from recordings, using the common assessment criteria which have been developed collaboratively by the awarding bodies and teachers. Teachers award grades (Pass, Merit or Distinction) - Candidates who do not reach the Pass standard must be recorded as Not Classified. In order to achieve a particular grade, a candidate must meet all of the criteria for that grade.

Centres must make arrangements for internal standardisation.

The centre must provide recordings of the presentations of a sample of candidates. The recording of each candidate’s presentation, including questions and feedback from the audience, must be complete and unedited

Assessments must be submitted by the awarding body’s published deadline for internal assessment.