The Chalfonts Community College

Non-examination assessment Policy

2024-2025

Approved by:	SLA Committee	Date: 28th January 2025
Last reviewed on:	January 2025	
Next review due by:	September 2025	

Contents

1. Aims

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

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](), which we refer to when carrying out non-examination assessments in our school. This policy also takes into account the [JCQ's guidance on post-results services]() and [general regulations for approved centres]().

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.
There are 3 assessment stages and rules which apply to each stage:
1. Task setting
2. Task taking
3. Task marking
The rules often vary across subjects.

4. 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.

4.1 Head of Centre

In our school, the head of centre is Caroline Whitehead, The Principal
The head of centre is responsible for:
*   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 that [JCQ's information for candidates]() is distributed to all candidates prior to assessments taking place
*   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

4.2 Senior leaders

Senior leaders are responsible for:
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

4.3 Subject leaders

Subject leaders are responsible for:
- 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, 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
- Dispatch students' assessments for moderation. Undertaking appropriate departmental standardisation of non-examination assessments

4.4 Teachers

Teachers are responsible for:
- Understanding and complying with JCQ instructions for conducting non-examination assessment
- 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
- 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 must follow the guidance for their specification and disclose marks to candidates in the time specified and also make it clear that the moderation process may result in changes to marks.
- Take part in appropriate departmental standardisation of non-examined assessment

4.5 Exams officer

The exams officer is responsible for:
- Supporting the administration/management of non-examination assessment

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:
- Ensuring that all relevant staff are aware of any access arrangements that need to be applied
- In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements.

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of department 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.

6. Task taking

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

6.1 Supervision
- Invigilators are not required but can be requested to be present in a controlled assessment
- 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, unless otherwise outlined in the subject specification
- 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
- 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

The teacher will also:
- Ensure that candidates understand the need to reference work where this is specified in the specification
- Give guidance on how to do this, and
- Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

Subject Teachers:
- Will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- 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 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

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

Failure to follow this procedure constitutes malpractice

6.3 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 are not allowed to augment notes between sessions. Any notes permitted in the exam must be stored securely between sessions. 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
- Centres must refer to the JCQ document [AI Use in Assessments: Protecting the integrity of Qualifications](#)

6.4 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, teachers will assess the work of each candidate individually

7. 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.

All signed candidate declaration forms must be kept on file until the deadline for requesting a review of results has passed or until all malpractice or appeal enquiries have been processed.

8. Task marking

8.1 Internally assessed work

- Teachers are responsible for marking work in accordance with the relevant marking criteria Annotation will be used to provide evidence to indicate how and why marks have been awarded.
- We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body. Students will be told their mark at least 10 days before the submission date to the exam board, to allow the students time to request a review of marking.
- We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

8.2 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.

9. 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:
  - o Submit work which is not their own
  - o Make their work available to other candidates through any medium, including social media
  - o Allow other candidates to have access to their own independently sourced material
  - o Assist other candidates to produce work
  - o Use books, the internet or other sources without acknowledgement or attribution
  - o Submit work that has been word processed by a third party without acknowledgement
  - o 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.

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

- Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.
- A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. Monitoring

This policy will be reviewed by Amanda Irvine Assistant Principal at the beginning of each academic year. At every review, the policy will be shared with the governing board and approved by the governing board.

12. 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.

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

Head of centre:
- Provides a signed declaration as part of the National Centre Number Register Annual Update, 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

Subject Leader:
- Ensures the appropriate arrangements are in place for internal standardisation of assessments
- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher:

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

14. Links with other policies

This policy should be read in conjunction with the Exams Contingency Policy and the Malpractice Policy.

History

Date	Issue	Status	Comments
October 2022	1	New	
October 2023		Update	Re Formatting throughout
		Addition	4.3 Additional bullet point
			4.4 Additional bullet points
			4.6 Additional bullet point
			6.2 Rewritten
		Addition	12 Factors Affecting Individual Candidates
		Addition	13 Links with other polices
January 2025		Update	Date Changes
		Update	4.4 Must follow the guidance and disclose marks in specified time
		Addition	6.1 invigilators can be requested
		Update	6.3 Resources
		Authentication	7. All candidates declaration forms to be kept on file.
		Links with other policies	Updated